REPORT RESUMES

ED 013 337 VT 003 884

ABSTRACTS OF INSTRUCTIONAL MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION, FALL 1967.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

PUB DATE 67

EDRS PRICE MF-$0.75 HC-$7.48 187P.

DESCRIPTORS- *ANNOTATED BIBLIOGRAPHIES, *INSTRUCTIONAL MATERIALS, *VOCATIONAL EDUCATION, *TECHNICAL EDUCATION, BUSINESS EDUCATION, AGRICULTURAL EDUCATION, DISTRIBUTIVE EDUCATION, HEALTH OCCUPATIONS EDUCATION, HOME ECONOMICS EDUCATION, INDUSTRIAL ARTS, TRADE AND INDUSTRIAL EDUCATION, INDEXES (LOCATORS), CLEARINGHOUSES,

THIS QUARTERLY PUBLICATION ANNOUNCES THE AVAILABILITY OF INSTRUCTIONAL MATERIALS ACQUIRED AND PROCESSED BY THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) CLEARINGHOUSE ON VOCATIONAL AND TECHNICAL EDUCATION. IT SHOULD BE OF PARTICULAR INTEREST TO TEACHERS, CURRICULUM SPECIALISTS, SUPERVISORS, AND ADMINISTRATORS INVOLVED IN CURRICULUM DEVELOPMENT OR THE USE OF INSTRUCTIONAL MATERIALS IN THE TEACHING-LEARNING SETTING. EACH ABSTRACT, A CONDENSATION OF THE REPORT IN ABOUT 200 WORDS, USUALLY INCLUDES THE MEANS USED TO DEVELOP THE MATERIAL, THE SETTING FOR USE OF THE MATERIAL, AND SOURCE OF AVAILABLE COPIES. ABSTRACTS ARE INCLUDED UNDER THE FOLLOWING SECTIONS -- AGRICULTURAL, BUSINESS AND OFFICE, DISTRIBUTIVE, HEALTH OCCUPATIONS, HOME ECONOMICS, INDUSTRIAL ARTS, TRADE AND INDUSTRIAL, AND GENERAL VOCATIONAL AND TECHNICAL EDUCATION. AN AUTHOR INDEX, DOCUMENT NUMBER INDEX, AND SUBJECT INDEX ARE PROVIDED. THE DOCUMENTS DESCRIBED ARE AVAILABLE FROM THE ERIC DOCUMENT REPRODUCTION SERVICE, THE CLEARINGHOUSE FOR VOCATIONAL AND TECHNICAL EDUCATION, OR THE SOURCE SHOWN AT THE END OF EACH ABSTRACT. (FS)

ED013337

ABSTRACTS OF INSTRUCTIONAL MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION

FALL 1967

ERIC CLEARINGHOUSE
THE CENTER FOR VOCATIONAL
AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY
COLUMBUS, OHIO

VT003884

The Center for Vocational and Technical Education has been established as an independent unit on The Ohio State University campus with a grant from the Division of Adult and Vocational Research, U. S. Office of Education. It serves a catalytic role in establishing a consortium to focus on relevant problems in vocational and technical education. The Center is comprehensive in its commitment and responsibility, multidisciplinary in its approach, and interinstitutional in its program.

The major objectives of The Center follow:

1. To provide continuing reappraisal of the role and function of vocational and technical education in our democratic society;
2. To stimulate and strengthen state, regional, and national programs of applied research and development directed toward the solution of pressing problems in vocational and technical education;
3. To encourage the development of research to improve vocational and technical education in institutions of higher education and other appropriate settings;
4. To conduct research studies directed toward the development of new knowledge and new applications of existing knowledge in vocational and technical education;
5. To upgrade vocational education leadership (state supervisors, teacher educators, research specialists, and others) through an advanced study and in-service education program;
6. TO PROVIDE A NATIONAL INFORMATION RETRIEVAL, STORAGE, AND DISSEMINATION SYSTEM FOR VOCATIONAL AND TECHNICAL EDUCATION LINKED WITH THE EDUCATIONAL RESEARCH INFORMATION CENTER LOCATED IN THE U. S. OFFICE OF EDUCATION;
7. To provide educational opportunities for individuals contemplating foreign assignments and for leaders from other countries responsible for leadership in vocational and technical education.

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Abstracts of
Instructional Materials
in
Vocational and Technical Education.

FALL 1967

The Work Presented Or Reported Herein Was Performed Pursuant To A Grant From The U. S. Office Of Education, Department Of Health, Education & Welfare.

ERIC Clearinghouse
The Center for Vocational and Technical Education
The Ohio State University
980 Kinnear Road, Columbus, Ohio 43212

PREFACE

Abstracts of Instructional Materials in Vocational and Technical Education (AIM) and the companion publication Abstracts of Research and Related Materials in Vocational and Technical Education (ARM) announce the availability of documents acquired and processed by the ERIC Clearinghouse on Vocational and Technical Education. AIM includes abstracts of materials typically designed for teacher use or student use in the classroom, and annotations of bibliographies or lists of instructional materials. It will be of particular interest to teachers, curriculum specialists, supervisors and administrators involved in the use of instructional materials in the teaching-learning setting, or in curriculum development. ARM incorporates abstracts of research and other materials which are useful to a wide audience of users such as researchers, supervisors, teacher educators, education specialists, administrators, teachers and others who have an interest in vocational and technical education. These publications prepared by the ERIC Clearinghouse on Vocational and Technical Education are published quarterly beginning with Fall 1967 issues.

The ERIC Clearinghouse on Vocational and Technical Education is a division of the Center for Research and Leadership Development in Vocational and Technical Education located at The Ohio State University and is one of the clearinghouses of the Education Resources Information Center (ERIC-USOE). With the growth of vocational education programs, there is an increasing need for accessible information that can be used in developing logical chains of reasoning for research activities, for improving school practices and shortening the theory-practice gap. This Clearinghouse is striving to provide a useful and vital function in dissemination of information on vocational and technical education through these publications.

Since this Clearinghouse is a component of a larger information system, ERIC, it is logical that certain similarities among publications exist. In this regard the format of AIM and ARM is similar to that of Research in Education[1], the primary publication of the Educational Resources Information Center (ERIC-USOE). The abstracts of materials reported in AIM relate specifically to the education field of vocational and technical education and constitute a segment of ERIC, the national information system for American Education.

In addition to the quarterly publications, Abstracts of Instructional Materials in Vocational and Technical Education (AIM) and

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[1] Research in Education is published 12 times a year. Subscription: Domestic $11.00 a year; foreign, $2.75 additional. Single copy: Domestic, $1.00. Send check or money order (no stamps) to the Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402.

Abstracts of Research and Related Materials in Vocational and Technical Education (ARM), other publications will be issued from time to time. These will typically concern themselves with reviewing and synthesizing information in specific areas of vocational and technical education, e.g. Review and Synthesis of Research in Technical Education; Agricultural Education; Home Economics, etc. Other reviews may focus on specific problems.

We are indebted to our colleagues within the profession for their cooperation in forwarding materials to the clearinghouse and for their suggestions and comments which have materially assisted in the development of this program. We anticipate further refinement and improved procedures with the continued assistance of our advisory committee.

Robert E. Taylor
Director

INTRODUCTION

Organization of
ABSTRACTS OF INSTRUCTIONAL MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION

Abstracts of Instructional Materials in Vocational and Technical Education relies upon two basic formats -- resumes and indexes -- to serve the browser and those seeking specific information. The resumes are organized according to vocational service groupings in the first section of the document. Under each grouping, the resumes are arranged by Vocational Technical (VT) number which is an identification number assigned to reports as they are processed. Resumes contain an abstract which indicates the contents of a document in two hundred words or less. Additional components of a resume are explained in a diagram on page ix immediately preceding the resume section.

Several indexes are located after the resume section to provide specific approaches to documents reported in the resume section. The indexes, which allow one to quickly find pertinent information, are arranged according to the groupings of:

personal and institutional authors

document accession numbers

conversion of document numbers (VT to ED, ED to VT)

subjects.

All of the indexes refer to page numbers in this publication to enable the reader to locate quickly any resume of interest.

Availability of Materials Reported

Part of the ERIC program is to make known the availability of the full text of materials cited. Some of the materials are available through the ERIC Document Reproduction Service (EDRS) and some are available through other sources (e.g. Government Printing Office). Guidelines to availability are shown on the next page.

Availability Key

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The Center for Vocational and Technical Education
980 Kinnear Road
Columbus, Ohio 43212

A number of instructional laboratories and agencies have printed copies of materials for sale. This kind of availability is indicated at the end of an abstract. A cumulative list of these sources with names and addresses follows the index section.

Availability of ABSTRACTS OF INSTRUCTIONAL MATERIALS

All issues of this publication (AIM) will be reported in Research in Education and will be available on microfiche or facsimile copy through ERIC Document Reproduction Service. A short time lag will occur between the time this document is printed and the time it is available through EDRS. Contents of this publication may be reprinted freely without requesting permission, giving appropriate credit to the Clearinghouse. A limited number of subscriptions at cost will be accepted. For further information contact:

ERIC Clearinghouse
The Center for Vocational and Technical Education
980 Kinnear Road
Columbus, Ohio 43212

Scope of The Clearinghouse

The ERIC Clearinghouse on Vocational and Technical Education is responsible for research reports and other documents related to the general field of vocational and technical education. Included are reports on the specific fields of agricultural education, business and office occupations education, distributive education, health occupations education, home economics education, technical education, trade and industrial education, training in new subprofessional fields, and the related fields of industrial arts education, manpower economics, occupational psychology, and occupational sociology. Specifically included are subject categories such as administration, curriculum development, employment opportunities, evaluation, facilities and equipment, historical studies, individuals with special needs, innovative and experimental programs, instructional materials and devices, learning processes, manpower economics, occupations (jobs), philosophy and objectives, research methods, student personnel services, students (characteristics), teachers, and teacher education and teaching methods when related specifically to vocational and technical education.

Acquisitions

The adequacy of information in this publication, as well as other services of this clearinghouse, is directly related to the extensiveness of the information acquired and processed into the system. This Clearinghouse has assumed the initiative in obtaining as much of the available information as possible. However, it is impossible for any organization to achieve complete and comprehensive coverage of a field as vast as vocational education without the cooperation and assistance of the profession. The growth and ultimate effectiveness of the system require supplemental efforts of its users. Any person in the vocational or technical field is invited to forward to the Clearinghouse two copies of items relating to vocational-technical education for possible inclusion in the system. Questions relating to this endeavor should be directed to the Acquisitions Specialist at The Center.

SAMPLE RESUME

Clearinghouse Accession Number--an identification number sequentially assigned to reports as they are processed.

ERIC Accession Number--if ED is followed by numbers, item cited has been announced in Research in Education. If ED is not followed by numbers, item has not been announced in Research in Education at time of printing this publication.

VT 003 124 ED

The Curriculum for a Model Business Education Program.

Title

Author(s)--the individual(s) who prepared the report.

Jurist, Rodney G.

New Jersey State Dep of Educ, Trenton. Div of Vocat Educ.

Rutgers State Univ., New Brunswick, N.J. Curriculum Lab.

Institutional Source--the organization responsible for the material.

Publication Date--the date the item was published.

Jun67

EDRS Price--Price of the document through the ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hardcopy.

EDRS Price MF-$0.27 HC-NOT AVAILABLE FROM EDRS 168p.

Total number of printed pages in the document, including cover and appendices.

*CURRICULUM, *BUSINESS EDUCATION, HIGH SCHOOLS, QUESTIONNAIRES, DISTRIBUTIVE EDUCATION, PROGRAM PLANNING, CURRICULUM PLANNING, *DEMONSTRATION PROGRAMS, COOPERATIVE EDUCATION, GUIDELINES, SLOW LEARNERS, SMALL SCHOOLS, COLLEGES, INSTRUCTOR COORDINATORS,

Descriptors--the subject terms assigned by an indexer to characterize the contents of a report. Only the major terms, those preceded by an asterisk, are printed in the index.

Identifier--acronyms, geographical areas, organizations, tests, (e.g. Binet), etc.

New Jersey,

Abstract--a condensation of the report in about 200 words. Usually includes the means used to develop material, the setting for use of material, and location of available copies as well as additional information.

The purpose of this study was to establish a 4-year business and distributive education curriculum to serve as a guide for implementing and improving programs in the State. The material was developed by State business education supervisors and trial tested among business education coordinators and teachers and in seminars. Based on 26 statements of criteria for a curriculum in a model business education program, subject sequences for high schools with and without out-of-school work programs were developed. Work experience programs, exploratory and career programs, and programs for small high schools, the slow learners, and college students are described. Sample questionnaires for use in planning programs, and report forms are included. This document is available for $1.50 from Vocational-Technical Curriculum Laboratory, Rutgers University, 10 Seminary Place, New Brunswick, New Jersey 08903. (PS)

Address where the material may be obtained. If no address given, check Availability Key shown below.

Abstractor's Initials.

AVAILABILITY KEY

VT Number Supplied and ED Number Supplied	VT Number Supplied and ED Indicated without a Number	VT Number Supplied Only
ERIC Document Reproduction Service or Source shown at end of abstract for items not available through EDRS.	Unavailable from EDRS (at time of printing) until an ED number is assigned. Facsimile copy available at cost from ERIC Clearinghouse on Vocational and Technical Education until ED number is assigned. Assignments of ED numbers are listed in each issue of this publication. or Source shown at end of abstract for items not to be available through EDRS.	Available on microfiche or facsimile copy at cost from ERIC Clearninghouse on Vocational and Technical Education or Source shown at end of the abstract.

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AGRICULTURAL
EDUCATION
SECTION

VT 000 350

Selected Reference Books for Departments of Vocational Agriculture. (Service Bulletin, no. 4).

Arizona Univ., Tucson. Dept. of Agr. Education

Jun 65

DOCUMENT NOT AVAILABLE FROM EDRS 25p.

*VOCATIONAL AGRICULTURE, *BIBLIOGRAPHIES, *REFERENCE BOOKS,

This guide is for the use of teachers and administrators selecting reference books for departments of vocational agriculture in Arizona. The books have been carefully examined and evaluated. Each item has been rated -- (1) should be in a department library in multiple copies, (2) single copy for reference by teacher and students, or (3) not considered as an essential part of the minimum library for a department. References are listed for the following major topics with subtopics for most -- agricultural economics, agronomy and soils, animal science, farm mechanics and agricultural engineering, Future Farmers of America, general agriculture and related subjects, guidance and vocations, horticulture, insects and plant diseases, professional, and supervised farming programs. A list of publishers and distributors is included. (SL)

VT 000 356

Selected Reference Books for Departments of Vocational Agriculture.

Florida State Dept. of Education, Tallahassee
Bull-72F-8

Aug66

DOCUMENT NOT AVAILABLE FROM EDRS 41p.

*VOCATIONAL AGRICULTURE, *BIBLIOGRAPHY, *FILMSTRIPS,

The inclusion of specific references in this document was based on the recommendations of teachers and state staff. It is intended as a guide for teachers and administrators in the selection of reference books for vocational agriculture. The 338 references are listed by author and title under agricultural mechanics, animal science, plant science, soil science, agricultural management, off farm agricultural occupations, general agriculture, leadership activities, miscellaneous, professional and agricultural yearbooks. Each reference is keyed to a separate list of 129 publishers or distributors. Some of the reference entries are also coded for use, level, and rating. Accompanying filmstrips are listed for some of the references, and a partial list of film sources is included. (JM)

VT 000 364 ED

Combines and Combining.

Ridenour, Harlan E.

Ohio State Univ., Columbus. Dept. of Agr. Education

65

EDRS Price MF-$0.18 HC-NOT AVAILABLE FROM EDRS

*STUDY GUIDES, *AGRICULTURAL MACHINERY, *VOCATIONAL AGRICULTURE, HIGH SCHOOLS,

Through the use of this manual, vocational agriculture students with occupational interest in grain farming and custom combine operation may gain knowledge about the basic design and operation of combines. Development by a state curriculum materials director included consultation with engineers, trial, and revision. Objectives are stated in terms of behavioral objectives and based on student needs. Four units of instruction are covered -- (1) What is the Value of Doing a Good Job of Combining, (2) Basic Design of the Combine, (3) Operation of the Combine, and (4) Economics of Owning a Combine. The manual suggests teaching procedures and student experiences which the vocational agriculture teachers could conduct in the classroom, the agricultural mechanic shop, and on field trips to farms and implement dealers. Since the individual features of the different makes and models of combines cannot be included in one publication, operator's manuals for the combines being studied should be made available. A set of thirty 2- by 2-inch color slides with accompanying script, and a test and key for the unit are available. This document is available for $1.00 or in quantity for 75 cents from Ohio Vocational Agriculture Instructional Materials Service, The Ohio State University, 2120 Fyffe Road, Columbus, Ohio 43210. (PA)

VT 000 488 ED

Organization and Management of Machinery Dealerships. (Agricultural Machinery - Service Occupations, Module, no. 1).

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

Aug65

EDRS Price MF-$0.09 HC-$0.88 22p.

*TEACHING GUIDES, UNITS OF STUDY (SUBJECT FIELDS), *AGRICULTURAL EDUCATION, *AGRICULTURAL MACHINERY OCCUPATIONS, BUSINESS SKILLS, *AGRICULTURAL MACHINERY, *MARKETING, POSTSECONDARY EDUCATION, BIBLIOGRAPHIES,

One of a 16-unit series designed to help teachers prepare post-secondary students for agricultural machinery occupations as parts men, mechanics, mechanic's helpers, and service supervisors, this module aims to develop an understanding of the importance, methods, jobs, and job functions of retail agricultural machinery dealerships. It was designed by a national task force on the basis of research in state studies. Subject matter content is provided for the role of machinery in agriculture, the distribution of machinery, and the operation of the dealership. Suggestions are included for teaching-learning activities, instructional materials and references, and evaluation. The suggested time allotment is 18 hours of class instruction. Teachers of the course should have experience with agricultural machinery. Post-secondary students enrolled in the course should have mechanical aptitude and an occupational goal in agricultural machinery. This document is available for a limited period for $7.50 per set (VT 000 488 - 000 501) from The Center for Vocational and Technical Education, The Ohio State University, 980 Kinnear Road, Columbus, Ohio 43212. (JM)

VT 000 489 ED

Agricultural Machinery Service Department Operating Procedures. (Agricultural Machinery - Service Occupations, Module no. 2).

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

Aug65

EDRS Price MF-$0.09 HC-$1.28 32p.

*TEACHING GUIDES, UNITS OF STUDY (SUBJECT FIELDS), *AGRICULTURAL EDUCATION, *AGRICULTURAL MACHINERY OCCUPATIONS, *MERCHANDISING, AGRICULTURAL MACHINERY, POSTSECONDARY EDUCATION, BIBLIOGRAPHIES,

One of a series designed to help teachers prepare post-secondary students for agricultural machinery service occupations as mechanics, mechanic's helpers, parts men, and service supervisors, this guide aims to develop students' knowledge of the operating procedures of a service department and ability to carry out the functions of a service employee. It was developed by a national task force on the basis of research from state studies. Subject matter in the unit covers -- (1) importance and function of a service department, (2) layout and equipment, (3) the selling of services, (4) work schedules and job ticketing procedures, (5) service pricing, (6) predelivery and delivery servicing, and (7) warranty allowance. Teaching-learning activities, instructional material, references, and suggestions for evaluating the module are given. The suggested time allotment is 30 hours class instruction, 36 hours laboratory experience, and 96 hours occupational experience. Teachers of the course should have experience with agricultural machinery. Students should have mechanical aptitude and an occupational goal in agricultural machinery. This document is available for a limited period for $7.50 per set (VT 000 488 - 000 504) from The Center for Vocational and Technical Education, The Ohio State University, 980 Kinnear Road, Columbus, Ohio 43212. (JM)

VT 000 490

Agricultural Machinery Parts Department Operating Procedures. (Agricultural Machinery - Service Occupations, Module no. 3).

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

Aug65

EDRS Price MF-$0.09 HC-$1.56 39p.

*TEACHING GUIDES, UNITS OF STUDY (SUBJECT FIELDS), *AGRICULTURAL EDUCATION, *AGRICULTURAL MACHINERY OCCUPATIONS, SALESMANSHIP, *MERCHANDISING, BUSINESS SKILLS, AGRICULTURAL MACHINERY, POSTSECONDARY EDUCATION, BIBLIOGRAPHIES,

One of a series designed for post-secondary level preparation of mechanics, mechanic's helpers, service supervisors, and parts men, this course unit aims to help teachers develop student knowledge of parts department operating procedures and ability to function as a parts service man. It was developed by a national task force on the basis of research from state studies. Subject matter includes -- (1) the importance, role, job requirements, and personal characteristics of the parts man, (2) inventory control, (3) ordering and receiving parts and verifying orders, and (4) selling, display, and advertising. Suggestions are included for teaching-learning activities, instructional materials, references, occupational experiences, and evaluation. Time allotment suggested is 20 hours of class instruction, 36 hours laboratory experience, and 78 hours occupational experience. Teachers should have experience with agricultural machinery. Students should have mechanical aptitude and an occupational goal in agricultultural machinery. This document is available for a limited period for $7.50 per set (VT 000 488 - 000 504) from The Center for Vocational and Technical Education, The Ohio State University, 980 Kinnear Road, Columbus, Ohio 43212. (JM)

VT 000 491 ED

Agricultural Salesmanship. (Agricultural Machinery - Service Occupations, Module no. 4).

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

Aug65

EDRS Price MF-$0.09 HC-$1.04 26p.

*TEACHING GUIDES, UNITS OF STUDY (SUBJECT FIELDS), *AGRICULTURAL EDUCATION, *AGRICULTURAL MACHINERY OCCUPATIONS, *SALESMANSHIP, POSTSECONDARY EDUCATION, BIBLIOGRAPHIES,

One of a series designed to help teachers prepare post-secondary students for employment in agricultural machinery occupations such as parts men, mechanics, helpers, and service supervisors, this module aims to develop student ability to meet customers, present supplies and services to customers, overcome resistance, and close a sale. It was designed by a national task force on the basis of research in state studies. Suggestions are included for introducing the module. For each competency, subject matter content, teaching-learning activities, references, instructional materials, and occupational experiences are suggested. The time allotment suggested is 30 hours of class instruction and 36 hours of occupational experience. Teachers should have experience with agricultural machinery, and students should have mechanical aptitude and an occupational goal in agricultural machinery. Suggestions are included for evaluating outcomes. The sources of supplemental materials are listed. This document is available for a limited period for $7.50 per set (VT 000 488 - 000 504) from The Center for Vocational and Technical Education, The Ohio State University, 980 Kinnear Road, Columbus, Ohio 43212. (JM)

VT 000 492   ED

Human Relations in Agricultural Occupations. (Agricultural Machinery - Sales and Service Occupations, Module no. 5).

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

Aug65

EDRS Price MF-$0.09 HC-$1.64   41p.

*TEACHING GUIDES, UNITS OF STUDY (SUBJECT FIELDS), *AGRICULTURAL EDUCATION, *AGRICULTURAL MACHINERY OCCUPATIONS, *HUMAN RELATIONS, *COMMUNICATION (THOUGHT TRANSFER), POSTSECONDARY EDUCATION, BIBLIOGRAPHIES,

One of a series designed to help teachers prepare post-secondary students for the agricultural machinery service occupations as parts men, mechanics, mechanic's helpers, or service supervisors, this guide aims to develop in the student the personal qualities necessary for advancement in a business. It was developed by a national task force on the basis of research from state studies. Subject matter includes employment opportunities and personal qualities, communications, and human relations problem solving. Teaching-learning activities, occupational experiences, instructional material, references, and evaluating educational outcomes are suggested. Teachers should have experience in agricultural machinery. Students should have mechanical aptitude and an occupational goal in agricultural machinery. Suggested time allotment is 24 hours class instruction and 12 hours of occupational experience. This document is available for a limited period for $7.50 per set (VT 000 488 - 000 504) from The Center for Vocational and Technical Education, The Ohio State University, 980 Kinnear Road, Columbus, Ohio 43212. (JM)

VT 000 493 ED

Metal Fusion and Fabrication Welding. (Agricultural Machinery - Service Occupation, Module, no. 6).

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

Aug65

EDRS Price MF-$0.09 HC-$1.92 48p.

*TEACHING GUIDES, UNITS OF STUDY (SUBJECT FIELDS), *AGRICULTURAL EDUCATION, *AGRICULTURAL MACHINERY OCCUPATIONS, *WELDING, POSTSECONDARY EDUCATION, BIBLIOGRAPHIES,

One in a series designed to help teachers prepare post-secondary students for the agricultural machinery service occupations as parts men, mechanics, mechanic's helpers, or service supervisors, this guide aims to develop student understanding of welding equipment and supplies and ability to perform skills required of agricultural mechanics. It was developed by a national task force on the basis of research from state studies. Suggestions for introduction of the module are given. Each subject matter unit includes competencies to be developed, subject matter content, teaching-learning activities, suggested materials, and references. Subject matter areas are -- (1) fundamentals and safe welding practices, (2) selection and care of equipment, (3) metal identification, (4) electrode selection, (5) arc welding, (6) carbon arc torch operation and maintenance, (7) ferrous hardsurfacing, (8) arc and oxyacetylene cutting, (9) nonferrous metal welding and brazing, and (10) inert gas welding. Sources of instructional materials and references and suggestions for evaluating outcomes are included. Suggested time allotment is 12 hours of class instruction and 36 hours of laboratory experience. Teachers should have experience with agricultural machinery. Students should have mechanical aptitude and an occupational goal in agricultural machinery. This document is available for a limited period for $7.50 per set (VT 000 488 - 000 504) from the Center for Vocational and Technical Education, The Ohio State University, 980 Kinnear Road, Columbus, Ohio 43212. (JM)

VT 000 494 ED

Agricultural Machinery Assembly and Lubrication. (Agricultural Machinery - Service Occupations, Module no. 7).

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

Aug65

EDRS Price MF-$0.09 HC-$0.72 18p.

*TEACHING GUIDES, UNITS OF STUDY (SUBJECT FIELDS), *AGRICULTURAL EDUCATION, *AGRICULTURAL MACHINERY OCCUPATIONS, *AGRICULTURAL MACHINERY, ASSEMBLY, MAINTENANCE, POSTSECONDARY EDUCATION, BIBLIOGRAPHIES,

One of a series designed to help teachers prepare post-secondary students for the agricultural machinery service occupations as parts men, mechanics, mechanic's helpers, and service supervisors, this guide aims to develop student understanding of the functions of lubricants for agricultural machinery, skill in their selection, and understanding of machinery assembly and adjustment. It was developed by a national task force on the basis of research from state studies. Suggestions for introducing the module are given. The units are organized into suggested subject matter content, teaching-learning activities, instructional materials, references, and occupational experiences. Suggested time allotment is 9 hours of class instruction, 129 hours of laboratory experience, and 60 hours of occupational experience. Teachers should have experience in agricultural machinery. Students should have mechanical aptitude, and an occupational goal in agricultural machinery. This document is available for a limited period for $7.50 per set (VT 000 488 - 000 504) from The Center for Vocational and Technical Education, The Ohio State University, 980 Kinnear Road, Columbus, Ohio 43212. (JM)

VT 000 495 ED

Mechanical Power Transfer Systems. (Agricultural Machinery - Service Occupations, Module no. 8).

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

Aug65

EDRS Price MF-$0.09 HC-$1.32 33p.

*TEACHING GUIDES, UNITS OF STUDY (SUBJECT FIELDS), *AGRICULTURAL EDUCATION, *AGRICULTURAL MACHINERY OCCUPATIONS, *KINETICS, *MECHANICS (PRACTICAL), POSTSECONDARY EDUCATION, BIBLIOGRAPHIES,

One of a series designed to help teachers prepare post-secondary level students for the agricultural machinery service occupations as parts men, mechanics, mechanic's helpers, and service supervisors, this guide aims to develop student competency in understanding and applying the principles of mechanical power transmission in agricultural machinery. It was developed by a national task force on the basis of research from state studies. Suggestions for introducing the module are given. Unit areas include -- (1) clutches, (2) transmissions, (3) differential and final drive, (4) steering and brakes, (5) pulleys and belts, (6) sprockets and chains, (7) gears, and (8) bearings. Each unit includes suggested subject matter content, teaching-learning activities, instructional materials, and references. Suggestions for evaluating educational outcomes are included. Suggested time allotment is 24 hours of class instruction and 36 hours of laboratory experience. Teachers should have experience with agricultural machinery. Students should have mechanical aptitude and an occupational goal in agricultural machinery. This document is available for a limited period for $7.50 per set (VT 000 488 - 000 504) from The Center for Vocational and Technical Education, The Ohio State University, 980 Kinnear Road, Columbus, Ohio 43212. (JM)

VT 000 496 ED

Hydraulic Power Transfer Systems. (Agricultural Machinery - Service Occupations, Module no. 9).

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

Aug65

EDRS Price MF-$0.09 HC-$1.08 28p.

*TEACHING GUIDES, UNITS OF STUDY (SUBJECT FIELDS), *AGRICULTURAL EDUCATION, *AGRICULTURAL MACHINERY OCCUPATIONS, *KINETICS, *HYDRAULICS, POSTSECONDARY EDUCATION, BIBLIOGRAPHIES,

One of a series designed to help teachers prepare post-secondary level students for the agricultural machinery service occupations as parts men, mechanics, mechanic's helpers, and service supervisors, this guide aims to develop student competency in understanding basic hydraulics and its application to agricultural machinery. It was developed by a national task force on the basis of research from state studies. Suggestions for introducing the module are given. Units are -- (1) terminology, (2) operational principles, (3) systems, (4) pumps, (5) valves, (6) cylinders, (7) packings, seals, lines, and fittings, (8) system types and troubles, (9) oils, and (10) trouble shooting procedures. Each unit includes suggested subject matter content, teaching-learning activities, instructional materials, and references. Suggestions are made for evaluating educational outcomes. The suggested time allotment is 90 hours of class instruction, 120 hours of laboratory experience, and 60 hours of occupational experience. Teachers should have experience with agricultural machinery. Students should have mechanical aptitude and an occupational goal in agricultural machinery. This document is available for a limited period for $7.50 per set (VT 000 488 - 000 504) from The Center for Vocational and Technical Education, The Ohio State University, 980 Kinnear Road, Columbus, Ohio 43212. (JM)

VT 000 497 ED

Adjustment, Maintenance, and Repair of Tillage, Planting, Spraying, and Fertilizing Machinery. (Agricultural Machinery - Service Occupations, Module, no. 10).

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

Aug65

EDRS Price MF-$0.18 HC-$3.52 88p.

*TEACHING GUIDES, UNITS OF STUDY (SUBJECT FIELDS), *AGRICULTURAL EDUCATION, *AGRICULTURAL MACHINERY OCCUPATIONS, REPAIR, *AGRICULTURAL MACHINERY, MAINTENANCE, POSTSECONDARY EDUCATION, BIBLIOGRAPHIES,

The purpose of this guide is to help teachers prepare post-secondary level students for the agricultural machinery service occupations as parts men, mechanics, mechanic's helpers, and service supervisors. It was designed by a national task force on the basis of research from state studies. The major objective is to develop student -- (1) understanding of tillage, planting, fertilizing, and spraying machinery, and (2) ability to adjust, repair, and maintain these machines. Suggestions for introduction of the module are given. Unit areas cover -- (1) operator and service manuals, (2) soil tillage, (3) lubrication, (4) tillage, secondary tillage, cultivating, crop planting, and fertilizer applicating machines, (5) sprayers, and (6) machinery painting. Each unit area includes suggested subject matter, teaching-learning activities, instructional materials, and references. Criteria for evaluating educational outcomes are listed. The course is scheduled for 94 hours of class instruction, 188 hours of laboratory experience, and 142 hours of occupational experience. Teachers should have experience with agricultural machinery. Students should have mechanical aptitude, a high school background, and an occupational goal in agricultural machinery. This document is available for a limited period for $7.50 per set (VT 000 488 - 000 504) from The Center for Vocational and Technical Education, The Ohio State University, 980 Kinnear Road, Columbus, Ohio 43212. (JM)

VT 000 498 ED

Adjustment, Maintenance, and Repair of Crop Harvesting Machinery. (Agricultural Machinery - Service Occupations, Module, no. 11).

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

Aug65

EDRS Price MF-$0.09 HC-$1.92 48p.

*TEACHING GUIDES, UNITS OF STUDY (SUBJECT FIELDS), *AGRICULTURAL EDUCATION, *AGRICULTURAL MACHINERY OCCUPATIONS, MAINTENANCE, REPAIR, HARVESTING, *AGRICULTURAL MACHINERY, POSTSECONDARY EDUCATION, BIBLIOGRAPHIES,

One of a series designed for helping teachers prepare post-secondary level students for agricultural machinery service occupations as parts men, mechanics, mechanic's helpers, and service supervisors, this guide aims to develop student competency in adjusting, repairing, and maintaining crop harvesting machinery. Suggestions for introduction of the module are given. Unit areas cover -- (1) operator and service manuals, (2) lubricant selection and use, (3) hay, forage, grain, and corn harvesting machines, and (4) machine painting. Each unit area includes suggested subject matter content, teaching-learning activities, instructional materials, references, and occupational experiences. Reference is made to pertinent information in other modules of the series. Suggested time allotment is 48 hours of class instruction and 150 hours of laboratory and 102 hours of occupational experience. The teacher should have experience with agricultural machinery. Students should have mechanical aptitude, and an occupational goal in agricultural machinery. Criteria for evaluating educational outcomes are included. This document is available for a limited period for $7.50 per set (VT 000 488 - 000 504) from The Center for Vocational and Technical Education, The Ohio State University, 980 Kinnear Road, Columbus, Ohio 43212. (JM)

VT 000 499 ED

Adjustment, Maintenance, and Repair of Small Gasoline Engines. (Agricultural Machinery - Service Occupations, Module, no. 12).

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

Aug65

EDRS Price MF-$0.09 HC-$1.20 30p.

*TEACHING GUIDES, UNITS OF STUDY (SUBJECT FIELDS), *AGRICULTURAL EDUCATION, *AGRICULTURAL MACHINERY OCCUPATIONS, REPAIR, *ENGINES, MAINTENANCE, POSTSECONDARY EDUCATION, BIBLIOGRAPHIES,

One of a series designed to help teachers prepare post-secondary students for the agricultural machinery service occupations as parts men, mechanics, mechanic's helpers, or service supervisors, this guide aims to develop student competency in the adjustment, maintenance, and repair of small gasoline engines. It was developed by a national task force on the basis of research from state studies. Suggestions are included for introducing the module. Subject area units are -- (1) nomenclature, (2) combustion principles, (3) ignition, (4) running gear, and (5) governors and cooling systems. Each unit includes suggested subject matter content, teaching-learning activities, materials, and references. Criteria for evaluating educational outcomes are suggested. Suggested time allotment is 40 hours class instruction and 68 hours laboratory experience. Teachers should have a background in agricultural machinery. Students should have mechanical aptitude and an occupational goal in agricultural machinery. This document is available for a limited period for $7.50 per set (VT 000 488 - 000 504) from The Center for Vocational and Technical Education, The Ohio State University, 980 Kinnear Road, Columbus, Ohio 43212. (JM)

VT 000 500 ED

Tractor Tune-Up and Maintenance. (Agricultural Machinery - Service Occupations, Module no. 13).

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

Aug65

EDRS Price MF-$0.09 HC-$2.04 51p.

*TEACHING GUIDES, UNITS OF STUDY (SUBJECT FIELDS), *AGRICULTURAL EDUCATION, *AGRICULTURAL MACHINERY OCCUPATIONS, MAINTENANCE, *TRACTORS, ENGINES, *POSTSECONDARY EDUCATION, BIBLIOGRAPHIES,

One of a series designed to help teachers prepare post-secondary students for the agricultural machinery service occupations as parts men, mechanics, mechanic's helpers, and service supervisors, this guide aims to develop student understanding of a systematic procedure and ability to perform tuneups and maintenance tasks. It was developed by a national task force on the basis of research from state studies. Suggestions for introducing the module are given. Subject area units include -- (1) economic importance of proper tuning, (2) major components of a farm tractor, (3) valve adjustment, (4) electrical and ignition adjustment, (5) air, fuel, and exhaust system adjustment, (6) cooling system maintenance and adjustment, and (7) power train maintenance and adjustment. Each unit includes suggested subject matter content, teaching-learning activities, suggested materials, and references. Suggested time allotment is 24 hours of class instruction and 48 hours of laboratory experience. Teachers should have experience in agricultural machinery. Students should have mechanical aptitude and an occupational goal in agricultural machinery. Suggestions for evaluating educational outcomes are included. This document is available for a limited period for $7.50 per set (VT 000 488 - 000 504) from The Center for Vocational and Technical Education, The Ohio State University, 980 Kinnear Road, Columbus, Ohio 43212. (JM)

VT 000 501 ED

Gasoline Tractor Engine Systems. (Agricultural Machinery - Service Occupations, Module, no. 14).

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

Aug65

EDRS Price MF-$0.09 HC-$1.20 30p.

*TEACHING GUIDES, UNITS OF STUDY (SUBJECT FIELDS), *AGRICULTURAL EDUCATION, *AGRICULTURAL MACHINERY OCCUPATIONS, *ENGINES, TRACTORS, POSTSECONDARY EDUCATION, BIBLIOGRAPHIES,

One of a series designed to help teachers prepare post-secondary students for agricultural machinery service occupations as parts men, mechanics, mechanic's helpers, and service supervisors, this guide aims to develop student understanding of the operation, components, and functions of various gasoline tractor engine systems. It was developed by a national task force on the basis of research from state studies. Suggestions for introducing the module are given. Subject area units cover -- (1) operation principles, (2) construction components, (3) stationary and moving parts, and (4) electrical, fuel, air, exhaust, and cooling systems. Each unit includes suggested subject area content, teaching-learning activities, suggested materials, and references. Criteria for the evaluation of educational outcomes are listed. Suggested time allotment is 18 hours of class instruction and 24 hours of laboratory experience. Teachers should have experience with farm machinery. Students should have mechanical aptitude and an occupational goal in farm machinery. This document is available for a limited period for $7.50 per set (VT 000 488 - 000 504) from The Center for Vocational and Technical Education, The Ohio State University, 980 Kinnear Road, Columbus, Ohio 43212. (JM)

VT 000 502   ED

Diesel Engine Systems. (Agricultural Machinery - Service
Occupations, Module no. 15).

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

Aug65

EDRS Price MF-$0.09 HC-$1.28   32p.

*TEACHING GUIDES, UNITS OF STUDY (SUBJECT FIELDS), *AGRICULTURAL EDUCATION, *AGRICULTURAL MACHINERY OCCUPATIONS, *DIESEL ENGINES, POSTSECONDARY EDUCATION, BIBLIOGRAPHIES,

One of a series designed to help teachers prepare post-secondary students for agricultural machinery service occupations as parts men, mechanics, mechanic's helpers, and service supervisors, this guide aims to develop student understanding of the construction and operating principles of diesel engines. It was developed by a national task force on the basis of research from state studies. Suggestions for the introduction of the module are given. Subject area units are -- (1) operating principles, (2) structural parts, (3) running gear, (4) air intake and exhaust, (5) fuel systems, and (6) auxiliary systems. Each unit includes suggested subject matter content, teaching-learning activities, and suggested materials and references. Criteria for evaluation of educational outcomes are listed. Suggested time allotment is 30 hours of class instruction and 24 hours of laboratory experience. Teachers should have experience in agricultural machinery. Students should have mechanical aptitude and occupational interest in agricultural machinery. This document is available for a limited period for $7.50 per set (VT 000 488 - 000 504) from The Center for Vocational and Technical Education, The Ohio State University, 980 Kinnear Road, Columbus, Ohio 43212. (JM)

VT 000 503 ED

Tractor Repair. (Agricultural Machinery - Service Occupations, Module no. 16).

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

Aug65

EDRS Price MF-$0.18 HC-$2.60 65p.

*TEACHING GUIDES, UNITS OF STUDY (SUBJECT FIELDS), *AGRICULTURAL EDUCATION, *AGRICULTURAL MACHINERY OCCUPATIONS, *TRACTORS, REPAIR, POSTSECONDARY EDUCATION, BIBLIOGRAPHIES,

The purpose of this guide is to help teachers prepare post-secondary students for the agricultural machinery service occupations as parts men, mechanics, mechanic's helpers, and service supervisors. It was designed by a national task force on the basis of research from state studies. The major objective is to develop (1) an understanding of the procedures to follow in overhauling a tractor, and (2) the ability to disassemble, repair, reassemble, and tune the tractor for field operating conditions. The guide includes suggestions for its introduction. Subject area units cover -- (1) diagnosing needed tractor repairs, (2) preparing a tractor engine for repair, (3) repairing tractor engines, clutches, transmissions, brakes, and steering units, (4) repairing and adjusting final drives and differentials, and (5) painting tractors. Each unit includes suggested subject area content, teaching-learning activities, instructional materials, and references. Criteria for evaluating outcomes are listed. The module is scheduled for 168 hours of class instruction, 336 hours of laboratory experience, and 250 hours of occupational experience. Teachers should have experience with agricultural machinery. Students should have mechanical aptitude and an occupational goal in agricultural machinery. This document is available for a limited period for $7.50 per set (VT 000 488 - 000 504) from The Center for Vocational and Technical Education, The Ohio State University, 980 Kinnear Road, Columbus, Ohio 43212. (JM)

VT 000 504   ED

Course Outline for Agricultural Machinery - Service Occupations.

Ohio State Univ, Columbus. Center for Vocat and Tech Educ

Aug65

EDRS Price MF-$0.09 HC-$1.68   42p.

*COURSES, *AGRICULTURAL EDUCATION, *AGRICULTURAL MACHINERY OCCUPATIONS, POSTSECONDARY EDUCATION, BIBLIOGRAPHIES, *PROGRAM DEVELOPMENT, AGRICULTURAL MACHINERY,

The objective of the 16-module course outlined in this guide is to help teachers prepare former farmers, high school dropouts and graduates, unemployed, and employed persons for occupational entry as agricultural machinery set-up men, mechanic's helpers, mechanics, parts men, and service supervisors. It was developed by a national task force on the basis of research from state studies. The self-contained, nonsequential units or modules are -- (1) dealership management and organization, (2) service department operating procedures, (3) parts department procedures, (4) salesmanship, (5) human relations, (6) metal fusion, (7) lubrication, (8) mechanical power transfer systems, (9) hydraulic power transfer systems, (10) tillage, planting, spraying, and fertilizing machinery, (11) crop harvesting machinery, (12) small gasoline engines, (13) tractor tune-up and maintenance, (14) gasoline tractor engine systems, (15) diesel engine systems, and (16) tractor repair. The guide suggests time allotments, supplementary courses to correct deficiencies in mathematics, communications and reading comprehension, course materials and adapt them to the needs of enrollees, occupational experiences, criteria for enrollee selection, criteria for course evaluation, tools and equipment, and references. Teachers of the course should have experience with agricultural machinery. Students should have mechanical aptitude, a high school background, and an occupational goal in agricultural machinery. This document is available for a limited period for $7.50 per set (VT 000 488 - 000 504) from The Center for Vocational and Technical Education, The Ohio State University, 980 Kinnear Road, Columbus, Ohio 43212. (JM)

VT 000 611

Fundamentals of Plant Identification, A Student Study Guide.

Ohio State Univ., Columbus. Dept. of Agricultural Educ.

Ohio State Univ., Columbus. Agricultural Educ. Service

67

DOCUMENT NOT AVAILABLE FROM EDRS 15p.

*STUDY GUIDES, *VOCATIONAL AGRICULTURE, *FARM OCCUPATIONS, FORAGE CROPS, WEEDS, *PLANT IDENTIFICATION, GRADE 9, GRADE 10, UNITS OF STUDY (SUBJECT FIELDS),

Developed by a teacher after trial with students and consideration by other teachers and agronomists, this study guide is to provide ninth and tenth grade vocational agriculture students interested in farming or agronomy with an aid for identifying common plants. The illustrated exercises call for the identification of plant characteristics, leaf types, plant name, leaf shapes, and leaf margins. The recommended time allotment for its use is five hours. The guide is to be used with a series of 18 color slides, "Fundamentals of Plant Identification." Other references are "An Aid to the Identification of 60 Ohio Plants" and a slide series, "Some Common Crop and Weed Plants of Ohio," all available from Ohio Vocational Agriculture, Instructional Materials Service, The Ohio State University, 2120 Fyffe Road, Columbus, Ohio 43210. Copies of this document are available for 15 cents from the same source. (JM)

VT 000 990 ED

Fertilizer Sales and Serviceman. (Teachers Copy).

Wiggs, J. T.

Texas Agr. and Mechanical Univ., College Station

Texas Education Agency, Austin

66

EDRS Price MF-$0.36 HC-NOT AVAILABLE FROM EDRS 229p.

*STUDY GUIDES, *VOCATIONAL AGRICULTURE, *FERTILIZERS, COOPERATIVE EDUCATION, ANSWER KEYS, TESTS, BIBLIOGRAPHIES, *AGRICULTURAL SUPPLY OCCUPATIONS,

The purpose of this document is to provide a study guide for students preparing to be fertilizer sales and servicemen in a cooperative education program. It was designed by subject matter specialists on the basis of recommendations by a state advisory committee, tested in operational programs, and refined by a vocational agriculture teacher. Units included in the course are -- (1) agricultural salesmanship, (2) business organization and function, (3) business procedures, (4) fertilizer, (5) soils and soil problems, (6) fertilizer nutrient sources, (7) plant food element functions, (8) fertilizer use principles, (9) fertilizer application methods, and (10) regulations and control. Materials in each unit include information sheets, assignment sheets, assignment answer sheets, topic tests, and test answer sheets. The material may be appropriately used in a vocational agriculture cooperative education program for student reading and as a guide to study. Students should be employed part-time in fertilizer sales and service, male or female, and 16 to 20 years old. The course would require 175 periods of 50 minutes each. The printed document is looseleaf. This document is available in limited numbers for $2.50 each from the Agricultural Education Teaching Materials Center, Texas Agricultural and Mechanical University, College Station, Texas, 77843. (JM)

VT 000 611

Fundamentals of Plant Identification, A Student Study Guide.

Ohio State Univ., Columbus. Dept. of Agricultural Educ.

Ohio State Univ., Columbus. Agricultural Educ. Service

67

DOCUMENT NOT AVAILABLE FROM EDRS 15p.

*STUDY GUIDES, *VOCATIONAL AGRICULTURE, *FARM OCCUPATIONS, FORAGE CROPS, WEEDS, *PLANT IDENTIFICATION, GRADE 9, GRADE 10, UNITS OF STUDY (SUBJECT FIELDS),

Developed by a teacher after trial with students and consideration by other teachers and agronomists, this study guide is to provide ninth and tenth grade vocational agriculture students interested in farming or agronomy with an aid for identifying common plants. The illustrated exercises call for the identification of plant characteristics, leaf types, plant name, leaf shapes, and leaf margins. The recommended time allotment for its use is five hours. The guide is to be used with a series of 18 color slides, "Fundamentals of Plant Identification." Other references are "An Aid to the Identification of 60 Ohio Plants" and a slide series, "Some Common Crop and Weed Plants of Ohio," all available from Ohio Vocational Agriculture, Instructional Materials Service, The Ohio State University, 2120 Fyffe Road, Columbus, Ohio 43210. Copies of this document are available for 15 cents from the same source. (JM)

VT 001 132 ED

Parks and Landscape Employee. (Teachers Copy).

Fitts, James * Johnson, Johnny

Texas Agr. and Mechanical Univ., College Station

Texas Education Agency, Austin

66

EDRS Price MF-$0.45 HC-NOT AVAILABLE FROM EDRS 330p.

*VOCATIONAL AGRICULTURE, *COOPERATIVE EDUCATION, *STUDY GUIDES, *LANDSCAPING, *ORNAMENTAL HORTICULTURE OCCUPATIONS, TESTS, ANSWER KEYS,

The purpose of this document is to provide vocational agriculture cooperative education students preparing for employment in the park and landscaping field with reading material and a guide for study. The material was designed by subject matter specialists on the basis of state advisory committee recommendations. The material was tested in operational programs and refined by two teachers. Units included in the course are -- (1) Introduction to Horticulture, (2) Plant Growing Media, (3) Plant Growth and Classification, (4) Plant Propagation, (5) Nursery Plant Production, (6) Floral Crop Production, (7) Establishing and Caring for Lawns, (8) Controlling Plant Insects, Diseases, and Other Pests, (9) Operating and Maintaining Horticultural Equipment, (10) Developing and Maintaining the Landscape. Materials for each unit include information sheets, assignment sheets, assignment answer sheets, topical tests, and test answer sheets. The course is designed for 175 periods of 50 minutes each. Students may be male or female, 16 to 20 years of age, and should be employed. Textbooks, bulletins, and commercial data are recommended for use with the study guide. The document is printed and looseleaf. This document is available in limited numbers for $4.50 each from the Agricultural Education Teaching Materials Center, Texas Agricultural and Mechanical University, College Station, Texas 77843. (JM)

VT 001 140   ED

Agricultural Machinery - Power. (Teachers Copy).

Venable, Benny Mac * Hill, Durwin

Texas Agr. and Mechanical Univ., College Station

Texas Education Agency, Austin

66

EDRS Price MF-$0.45 HC-NOT AVAILABLE FROM EDRS   337p.

*VOCATIONAL AGRICULTURE, *COOPERATIVE EDUCATION, *AGRICULTURAL MACHINERY OCCUPATIONS, *STUDY GUIDES, TESTS, ANSWER KEYS, *AGRICULTURAL MACHINERY,

The purpose of this document is to provide a study guide for students preparing for agricultural machinery occupations in a vocational agriculture cooperative education program. The material was designed by subject matter specialists on the basis of state advisory committee recommendations, tried in operational programs, and refined by a teacher. Topical units in the course include -- (1) Introduction, (2) Internal Combustion Engines, (3) Lubricants and Lubricating Systems, (4) Fuel Systems, (5) Cooling Systems, (6) Electrical Systems, and (7) Hydraulics. Unit materials include information sheets, assignment sheets, assignment answer sheets, topic tests, and topic test answers. The material is suitable for reading and as a guide to study for students who are employed, male or female, and 16 to 20 years old. The course requires 175 periods of 50 minutes. Other textbooks, bulletins, and commercial data are necessary and are specifically recommended on the assignment sheets. The document is in printed and looseleaf form. This document is available in limited numbers for $4.00 each from Agricultural Education Teaching Materials Center, Texas Agricultural and Mechanical University, College Station, Texas, 77843. (JM)

VT 002 011

Establishment and Maintenance of Lawns.

Ohio State Dept. of Educ., Columbus. Vocat. Agr. Service

Ohio State Univ., Columbus. Dept. of Agr. Education

65

DOCUMENT NOT AVAILABLE FROM EDRS   56p.

*TEACHING GUIDES, UNITS OF STUDY (SUBJECT FIELDS), *VOCATIONAL AGRICULTURE, *TURF MANAGEMENT, ADULT FARMER EDUCATION, HIGH SCHOOLS, BIBLIOGRAPHIES,

The purpose of this guide is to provide organized resource material to vocational agriculture teachers in developing a unit of instruction on lawn establishment and maintenance. It was developed by three teachers in consultation with an agronomist, edited by a teacher educator, and tested with students. Sections in the unit are -- (1) Seeding Time, (2) Seed Selection, (3) New Lawn Fertilization, (4) Liming, (5) Seedbed Preparation, (6) Seeding and Mulching, (7) New Lawn Irrigation, (8) Lawn Maintenance Cultural Practices, (9) Established Lawn Fertilization, (10) Weed Control, (11) Disease Control, (12) Insect and Pest Control, (13) Maintenance Irrigation, and (14) Renovation. Each section includes items to consider, related information, suggested student activities, teaching materials, and references. A bibliography, student test, and answer key are included. The 10-hour unit may be used with Midwestern high school and adult students who are interested in home improvement. A series of 41 slides, necessary for its use, is available for $6.00 from Ohio Vocational Agriculture, Instructional Materials Service, The Ohio State University, 2120 Fyffe Road, Columbus, Ohio 43210. This document is available for $1.00 from the same source. (JM)

VT 002 133 ED

Instruction in Farm Mechanics, Suggestions for Developing Training Programs in Farm Mechanics in Vocational Agriculture. (Vocational Division Bulletin, no. 267, Agricultural Series, no. 70, U.S. Government Printing Office, Washington, D.C.).

Hollenberg, A. H. * Johnson, E. J.

Office of Education, Washington, D.C.
OE-81009

64

DOCUMENT NOT AVAILABLE FROM EDRS 137p.

*AGRICULTURAL MECHANICS, *VOCATIONAL AGRICULTURE, *PROGRAM DEVELOPMENT, *TEACHING GUIDES,

The purpose of the program guide is to assist teachers in training young farmers and farm workers in the selection, operation, utilization, and maintenance of farm tools, machinery, and mechanical equipment. Designed by national agricultural education specialists, the document includes chapters on the changing farm, setting up programs, farm mechanics objectives and procedures, farm power and machinery, soil and water management, farm buildings and conveniences, farm electrification, and farm shop work. Discussion topics are included at intervals throughout the document. A glossary of common terms is included. This document is available as G.P.O. Number FS 5.281:81009 for 50 cents from Superintendent of Documents, U.S. Government Printing Office, Washington D.C. 20402. (JM)

VT 002 134   ED

Farm Business Analysis, Guidelines for a Suggested Program in Farm Management. (Circular, no. 752, U.S. Government Printing Office, Washington, D.C.).

Duis, Harold F. * and others

Office of Education, Washington, D.C.
OE-81010

64

DOCUMENT NOT AVAILABLE FROM EDRS   26p.

*ADULT FARMER EDUCATION, *FARM MANAGEMENT, FARM ACCOUNTS, *PROGRAM GUIDES,

The purpose of this guide is to assist state leaders and teachers in planning and conducting farm management programs with emphasis on farm business analysis. Developed by national agricultural education specialists, the objectives of this farm business analysis program include -- (1) efficient use of farm records, (2) use of good management as a resource, (3) decision making based on record analysis, (4) farm business reorganization based on record analysis, and (5) collection of useful data. Interested farm couples keep records, study their analysis, and are encouraged to base business decisions upon record analysis in a year-long series of meetings. State level procedural steps for program development and sources of teaching aids are included. The relationship of the program to other adult farmer instruction and high school classes is emphasized. Requirements for teacher education and steps for launching local programs are outlined. Topics for 13 meetings are given. This document is available as GPO Number FS 5.281-81010 for 20 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (JM)

VT 002 158

Rate of Planting Corn, A Laboratory Exercise.

Ohio State Univ., Columbus. Dept. of Agricultural Educ.

Ohio State Dept. of Educ., Columbus. Vocat. Agr. Service

63

DOCUMENT NOT AVAILABLE FROM EDRS 34p.

UNITS OF STUDY (SUBJECT FIELDS), *TEACHING GUIDES, *VOCATIONAL AGRICULTURE, *CORN, *PLANTING, HIGH SCHOOLS,

The vocational agriculture teacher can use this 5-hour exercise on corn planting rates for both high school students and adult farmers who have a basic mathematics and science background and an interest in farm machinery. It was developed by curriculum materials specialists from the initial work of a teacher after trial with students and consideration by engineers and agronomists. The main sections are determining corn planting rates, operating corn planters, and principles of corn planter operation. Each section includes background material, charts, suggested references and equipment, and procedures. A corn planter is required for the conduct of the laboratory exercise. This document is available for 50 cents from Ohio Vocational Agriculture, Instructional Materials Service, The Ohio State University, 2120 Fyffe Road, Columbus, Ohio 43210. (JM)

VT 002 201 ED

The Landscape Aide, A Suggested Training Program. (Manpower Development and Training Program, U.S. Government Printing Office, Washington, D.C.).

Office of Education, Washington, D.C.
OE-87010

64

DOCUMENT NOT AVAILABLE FROM EDRS 28p.

*ORNAMENTAL HORTICULTURE OCCUPATIONS, *CURRICULUM GUIDES, *POSTSECONDARY EDUCATION, *AGRICULTURAL EDUCATION, *LANDSCAPING, MDTA PROGRAMS, PROGRAM DEVELOPMENT,

The purpose of this curriculum guide is to assist teachers in planning and conducting a 50-week course at the postsecondary level for persons planning to execute landscape projects as independent businessmen or employees of a landscape architect, nursery, or greenhouse. Program objectives are to prepare trainees to plan and execute tasks necessary to successful employment in landscaping. The document was developed, edited, and revised by individuals at the national level. The course includes units on -- (1) orientation, (2) tools, equipment, and safety, (3) mathematics, (4) landscape plans, (5) soils, (6) botany, (7) propagation, (8) planting and transplanting, (9) grass production, (10) insects and disease, (11) plant structures, (12) nursery maintenance, (13) greenhouse operation, (14) marketing, and (15) records. Suggested training time, objectives, content, laboratory or field experiences, and references are listed for each unit. Lesson planning procedures, facilities, and trainee employment readiness criteria are given. Teachers of the course need to be agricultural college graduates with some horticultural specialization and teacher preparation. Trainees should have high school backgrounds, experience with plants, outdoor interests, artistic ability, physical health, and interest in landscaping. This document is available as GPO Number FS 5.287--87010 for 25 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (JM)

VT 002 257 ED

Producing High Corn Yields.

Illinois Univ., Urbana. Vocational Agriculture Service

May67

EDRS Price MF-$0.09 HC-NOT AVAILABLE FROM EDRS 14p.

*VOCATIONAL AGRICULTURE, *TEXTBOOKS, UNIT OF STUDY (SUBJECT FIELDS), ADULT FARMER EDUCATION, *FARM OCCUPATIONS, HIGH SCHOOLS, *CORN, *AGRICULTURAL PRODUCTION, PLANTING,

Resource material on corn production for high school vocational agriculture and adult farmer classes was designed by a state level group of subject matter specialists, teacher educators, supervisors, and teachers to help solve problems that confront corn producers at planting time. The subject matter concerns planting time, depth, row width, method, fertilization, insecticide application, and herbicide application. Section titles are stated in the form of problems. The material is useful as either text or reference assignment for a period of one to four hours. Teachers should have general competency in agriculture, and students should have average ability, agricultural interest, and an occupational objective. The document is illustrated with photographs, graphs, and tables. This document is available for 15 cents from Vocational Agriculture Service, 434 Mumford Hall, University of Illinois, Urbana, Illinois 61801. (JM)

VT 002 258 ED

Transplanting Shade Trees.

Illinois Univ., Urbana. Vocational Agriculture Service

Sep67

EDRS Price MF-$0.09 HC-NOT AVAILABLE FROM EDRS 14p.

*TEXTBOOKS, *VOCATIONAL AGRICULTURE, *ORNAMENTAL HORTICULTURE OCCUPATIONS, *TRANSPLANTING, *TREES, HIGH SCHOOLS, ADULT FARMER EDUCATION,

This resource material for use in high school vocational agriculture and adult farmer classes was designed by subject matter specialists, teacher educators, supervisors, and teachers. The objective is to help solve problems in transplanting shade trees. The major section titles are stated as problems -- (1) How Should I Prepare a Tree for Moving, (2) How Should I Plant a Tree, and (3) How Should I Protect the Tree. The material may be used as either a text or a reference assignment for a unit requiring 1 to 4 hours. Teachers should have general competency in agriculture, and students should be of average ability and have interest in agriculture and ornamental horticulture. The document is printed on high quality paper and illustrated with photographs and drawings. This document is available for 15 cents from Vocational Agriculture Service, 434 Mumford Hall, University of Illinois, Urbana, Illinois 61801. (JM)

VT 002 259 ED

Setting Up Farm Records to Provide for Analysis.

Illinois Univ., Urbana. Vocat. Agriculture Service

May63

EDRS Price MF-$0.09 HC-NOT AVAILABLE FROM EDRS 10p.

*VOCATIONAL AGRICULTURE, *TEXTBOOKS, *FARM ACCOUNTS, ADULT FARMER EDUCATION, FARM OCCUPATIONS, HIGH SCHOOLS, UNIT OF STUDY (SUBJECT FIELDS),

Resource material on farm record analysis for use in high school vocational agriculture and adult farmer classes was designed by subject matter specialists, teacher educators, supervisors, and teachers to provide textual material for students on the purposes of records, analysis measures, inventories, depreciation schedules, financial transaction records, field records, production records, and miscellaneous item records. Teachers should have competency in general agriculture, and students should have average ability and an interest in farming as an occupation. The material is suitable for text or reference assignments lasting from one to four hours. This document is available for 10 cents from Vocational Agriculture Service, 434 Mumford Hall, University of Illinois, Urbana, Illinois 61801. (JM)

VT 002 260 ED

The Planter -- Selection, Adjustment, Maintenance, and Use.

Illinois Univ., Urbana. Vocational Agriculture Service

May67

EDRS Price MF-$0.09 HC-NOT AVAILABLE FROM EDRS 42p.

*VOCATIONAL AGRICULTURE, HIGH SCHOOLS, ADULT FARMER EDUCATION, CORN, *FARM OCCUPATIONS, *TEXTBOOKS, UNITS OF STUDY (SUBJECT FIELDS), *AGRICULTURAL MACHINERY, *PLANTING,

Resource material on corn planters for use in high school vocational agriculture and adult farmer classes was designed by subject matter specialists, teacher educators, supervisors, and teachers to provide textual material for students on the selection, operation, adjustment, use, maintenance, and practical application of corn planters. The teacher should have competency in general agriculture, and the students should have average ability and an interest in corn production. The material may be used for assignment or reference study lasting from one to four hours. This document is available for 50 cents from Vocational Agriculture Service, 434 Mumford Hall, University of Illinois, Urbana, Illinois 61801. (JM)

VT 002 262   ED

Selecting, Feeding, and Caring for Light Horses.

Illinois Univ., Urbana. Vocat. Agriculture Service

May67

EDRS Price MF-$0.09 HC-NOT AVAILABLE FROM EDRS   18p.

*VOCATIONAL AGRICULTURE, *TEXTBOOKS, HIGH SCHOOLS, ADULT FARMER EDUCATION, *FARM OCCUPATIONS, *HORSES, UNIT OF STUDY (SUBJECT FIELDS),

Resource material for use in high school vocational agriculture and adult farmer classes was designed by subject matter specialists, teacher educators, supervisors, and teachers to provide information on light horse breeds, selection, nutrition, care, and facilities. Teachers should have competency in general agriculture, and students should have average ability, interest in, and an occupational goal of managing light horses. The material can be used as either a text or reference assignment requiring one to four hours. The document is illustrated with photographs and drawings. This document is available for 20 cents from Vocational Agriculture Service, 434 Mumford Hall, University of Illinois, Urbana, Illinois 61801. (JM)

VT 002 271 ED

The Forestry Aide, A Suggested Training Program. (Manpower Development and Training Program, U.S. Government Printing Office, Washington, D.C.).

Office of Educ, Washington, D.C. Div of Vocat and Tech Ed
OE-87011

64

DOCUMENT NOT AVAILABLE FROM EDRS

*AGRICULTURAL EDUCATION, *FORESTRY, *FORESTRY AIDES, *CURRICULUM GUIDES, POSTSECONDARY EDUCATION, MDTA PROGRAMS,

The purpose of this curriculum guide is to assist teachers in planning and conducting a 45-week course at the postsecondary level to prepare persons as assistants to professional foresters. Course objectives include preparing trainees to -- (1) assist foresters, (2) conduct surveys, (3) perform conservation functions, (4) mark timber for harvest, (5) prevent and control fires, (6) enforce regulations, (7) use and maintain tools, and (8) prepare and keep records. National leaders in adult education and vocational education and representatives of national organizations identified occupations and recommended the development of the resource material. Course units include -- (1) orientation, (2) selection, use, and maintenance of tools and equipment, (3) botany, (4) tree identification, (5) mathematics, (6) drafting, (7) surveying, (8) forest management, (9) forest protection, (10) forest land use, (11) public and private forestry policies and programs, and (12) records and reports. Suggested training, objectives, content, laboratory or field experiences, and references are listed for each unit. Lesson planning procedures, facilities needed, and trainee employment readiness criteria are given. Teachers of the course need to be college graduates in forestry and have teacher preparation. Trainees need a high school education, outdoor interests, and good physical health. This document is available as GPO Number FS 5.287--87011 for 25 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (JM)

VT 002 995

What is Horticulture. (40 color slides and script).

Utzinger, James

Ohio State Univ., Columbus. Dept. of Agr. Education

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DOCUMENT NOT AVAILABLE FROM EDRS 7p.

*FILMSTRIPS, *VOCATIONAL AGRICULTURE, *ORNAMENTAL HORTICULTURE OCCUPATIONS, *FARM OCCUPATIONS, *HORTICULTURE, HIGH SCHOOLS,

This color slide series introduces high school students to horticulture by emphasizing educational and occupational opportunities in the field. Developed by vocational agriculture teachers at the state level, it was considered by horticultural specialists, industry representatives, and teachers, and tried with students. A script accompanies the 40 slides which cover floriculture, olericulture, fruit production, lawn care, and landscaping. The slides are recommended for use over a 2-hour period. The slides are available for $6.00 from Ohio Vocational Agriculture, Instructional Materials Service, The Ohio State University, 2120 Fyffe Road, Columbus, Ohio 43210. (JM)

BUSINESS AND
OFFICE EDUCATION
SECTION

VT 002 252

Student's Instructional Handbook in Typewriting.

Louisiana Vocat. Curriculum Develop. and Res. Center

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DOCUMENT NOT AVAILABLE FROM EDRS 142p.

*BUSINESS EDUCATION, *STUDY GUIDES, *TYPEWRITING, *AREA VOCATIONAL SCHOOLS, POSTSECONDARY EDUCATION,

Instructions are provided for the 218 lessons in this 400-hour course, "Gregg Typewriting for Colleges." The course was developed for student use with minimum instructor help by the author under the direction of a committee of teachers at the state level and was tested on a small group. The material was designed for use at the area vocational technical or trade school level for the beginning typist, age over 16, enrolled in a business occupations curriculum. It is desirable for the teacher to have a certificate in business. Illustrations, a checklist of techniques, an error analysis chart, and supplemental rules for typing are included. This document is available in single copy only for $2.00 from Vocational Curriculum Development and Research Center, P.O. Box 657, Natchitoches, Louisiana 71457. (PS)

VT 002 361 ED

Electronic Data Processing I, A Suggested 2-Year Post High School Curriculum for Computer Programers and Business Applications Analysts. (Technical Education Program Series, no. 4, U.S. Government Printing Office, Washington, D.C.).

Roney, Maurice W.

Office of Education, Washington, D.C.
OE-80024

Jan66

DOCUMENT NOT AVAILABLE FROM EDRS 57p.

*DATA PROCESSING, ELECTRONIC EQUIPMENT, COMPUTERS, TECHNICAL EDUCATION, *CURRICULUM, *COURSE OUTLINES, *BUSINESS EDUCATION, *PROGRAMERS,

Designed for use in planning preparatory programs, this curriculum can also be useful in planning extension courses for employed persons. Materials were adapted from a guide prepared by Orange Coast College, California, under a contractual arrangement with the U.S. Office of Education, and reviewed by a committee composed of specialists in data processing, computer applications, and technical education. Hours required, description of the course, outline of major divisions, and references are given for the courses -- (1) First year -- Data Processing Mathematics I, Introduction to Business Data Processing, Electronic Accounting Machines, Accounting I, Communications Skills I, Data Processing Mathematics II, Data Processing Applications, Computer Programing I, Accounting II, and Communication Skills II, and (2) Second Year -- Computer Programing II, Programing Systems, Statistics, Business Organization, Cost Accounting, Business Systems Design and Development, Advanced Programing Systems, Data Processing Field Project, and Social Sciences. The teacher should have technical competence, business experience, and professional training in educational processes. Students should have demonstrated competence in high school mathematics. The appendix includes a bibliography, a list of audiovisual aids, and laboratory layouts. This document is available as GPO Number FS 5.280--80024 for 40 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (PS)

VT 002 786 ED

General Business Unit, The Influence of Automation on Business and Personal Life.

Sparks, Mavis C.

Kentucky Univ., Lexington. Instructional Materials Lab.

BOE-Gen. Bus. 1

Oct66

EDRS Price MF-$0.09 HC-$1.16 29p.

*UNITS OF STUDY (SUBJECT FIELDS), *BUSINESS EDUCATION, HIGH SCHOOLS, *AUTOMATION, CURRICULUM GUIDES,

Developed by a specialist in business and office education, this 6- to 10-class period unit is for use in a high school business education course. The teaching objective is to develop an understanding of the basic principles, the social and economic implications, and the occcupational opportunities important in automation and technological change. Suggested content, teaching-learning activities, and suggested references are given for the following sections -- (1) Understanding what automation is and how it influences our daily lives, (2) Tracing the historical development of automation and data processing, (3) Understanding the social and economic implications of automation and technological change (its influence on job life and worker employability), (4) Becoming aware of the jobs specifically related to automation, and (5) Understanding the basis of the electronic computer and punched-card equipment. (PS)

VT 003 003

Business Training Course, Ten-Key Adding-Listing Machine.

Louisiana Vocat Curriculum Develop and Res Center

63

DOCUMENT NOT AVAILABLE FROM EDRS 65p.

*STUDY GUIDES, *OFFICE OCCUPATIONS EDUCATION, *OFFICE MACHINE OPERATORS, *OFFICE MACHINES, POSTSECONDARY EDUCATION,

The study guide was designed for student use at the post-secondary level for developing touch control with a high degree of accuracy and speed on the 10-key adding-listing machine. It was developed by a committee of teachers at the state level. It consists of 30 job sheets each giving title, introduction, procedures, numbered blanks for recording answers for each problem, and special blanks for recording answers to speed drills and timed drills. Assignments are made from "Ten-Key Adding-Listing Machine and Printing Calculator Course," Third Edition, by Agnew and Pasewark, South-Western Publishing Company. The instructor should be qualified for teaching business occupations. This document is available in single copy only for $2.00 from Vocational Curriculum Development and Research Center, P.O. Box 657, Natchitoches, Louisiana 71457. (PS)

VT 003 014 ED

Court Reporting. (Business Technology).

North Carolina State Board of Education, Raleigh

01May66

EDRS Price MF-$0.09 HC-$0.56 14p.

*CURRICULUM, *BUSINESS EDUCATION, *COURT REPORTERS, POSTSECONDARY EDUCATION,

A curriculum is outlined for providing the student with the necessary skills in typing, machine shorthand, dictation, transcription, and terminology for employment as a court reporter and/or conference reporter. It was designed for use in technical institutes and community colleges by administrators and instructors for planning a 6-quarter, preemployment curriculum. The material was developed by a curriculum committee at the state level, evaluated by a committee and teachers, and revised to incorporate teacher suggestions. The teacher should be a secretarial science instructor with stenotype experience. Course descriptions for each quarter are presented. (PS)

VT 003 124 ED

The Curriculum for a Model Business Education Program.

Jurist, Rodney G.

New Jersey State Dep of Educ, Trenton. Div of Vocat Educ.

Rutgers State Univ., New Brunswick, N.J. Curriculum Lab.

Jun67

EDRS Price MF-$0.27 HC-NOT AVAILABLE FROM EDRS 168p.

*CURRICULUM, *BUSINESS EDUCATION, HIGH SCHOOLS, QUESTIONNAIRES, DISTRIBUTIVE EDUCATION, PROGRAM PLANNING, CURRICULUM PLANNING, *DEMONSTRATION PROGRAMS, COOPERATIVE EDUCATION, GUIDELINES, SLOW LEARNERS, SMALL SCHOOLS, COLLEGES, INSTRUCTOR COORDINATORS,

New Jersey,

The purpose of this study was to establish a 4-year business and distributive education curriculum to serve as a guide for implementing and improving programs in the State. The material was developed by State business education supervisors and trial tested among business education coordinators and teachers and in seminars. Based on 26 statements of criteria for a curriculum in a model business education program, subject sequences for high schools with and without out-of-school work programs were developed. Work experience programs, exploratory and career programs, and programs for small high schools, the slow learners, and college students are described. Sample questionnaires for use in planning programs, and report forms are included. This document is available for $1.50 from Vocational-Technical Curriculum Laboratory, Rutgers University, 10 Seminary Place, New Brunswick, New Jersey 08903. (PS)

DISTRIBUTIVE EDUCATION SECTION

VT 000 145

Mathematics of Distribution.

Texas Univ., Austin. Dept. of Distributive Education

Jul65

DOCUMENT NOT AVAILABLE FROM EDRS 184p.

*CURRICULUM GUIDES, *TEACHING GUIDES, *DISTRIBUTIVE EDUCATION, *PRACTICAL MATHEMATICS, GRADE 11,

This is one of 10 manuals which make up the 2-year distributive education secondary school curriculum in Texas. This course of study was prepared for first-year students by a committee of high school coordinators, tested in 16 high schools, and revised. Its aim is to introduce the broad aspects of mathematics in distribution. The units of study are divided into three sections -- (1) Mathematics for Beginners in Distribution, which is a general review of basic mathematics to develop speed and accuracy in solving problems found in selling situations, (2) Mathematics for the Merchandising Trainee, which includes merchandising mathematics, and (3) Mathematics of Business Organization and Operation. The three sections contain 14 units. Examples of unit titles are -- Introduction and Application of Mathematics, Errors and Their Effect on Business, and Inventory and Stock Control. A set of problems, with answers, accompanies each unit. A general review test, with answers, and a bibliography appear at the end of each section. Each unit requires approximately three hours of instruction time. A list of recommended texts and references is included. This document is available for $5.00 from Instructional Materials Laboratory, Distributive Education Department, Division of Extension, The University of Texas, Austin, Texas 78712. (SL)

VT 000 157

Basic Selling.

Luter, Robert R.

Texas Univ., Austin. Dept. of Distributive Education

Jun65

DOCUMENT NOT AVAILABLE FROM EDRS 101p.

*DISTRIBUTIVE EDUCATION, *SALESMANSHIP, *CURRICULUM GUIDES, *TEACHING GUIDES, *GRADE 11,

This is one of 10 manuals for teaching the 2-year distributive education secondary school curriculum in Texas and for use with first-year students. It was developed by a high school teacher-coordinator group, tested in 23 high school programs, and revised. The suggested teaching time is 4 weeks or 20 classroom hours, but more material is included so that the teacher can be selective in content and thorough in method. The topics of the five units are -- (1) Foundations for Selling, (2) Basic Sales Knowledge, (3) The Sales Presentation, (4) Increasing the Sale, and (5) Selling -- A Universal Opportunity. Each unit contains aims and objectives, a teaching outline, suggestions to teachers, summary of the main ideas, test suggestions with answers, a vocabulary list, and a selected bibliography. This document is available for $2.50 from Instructional Materials Laboratory, Distributive Education Department, Division of Extension, The University of Texas, Austin, Texas 78712. (SL)

VT 000 164

Merchandising.

Texas Univ., Austin. Dept. of Distributive Education

Mar65

DOCUMENT NOT AVAILABLE FROM EDRS 140p.

*DISTRIBUTIVE EDUCATION, *MERCHANDISING, *CURRICULUM GUIDES, *HIGH SCHOOLS, *TEACHING GUIDES,

This manual is intended for the teacher in the secondary school distributive education program. The approximate time allotment is 45 to 50 hours. Each of the seven units contains a content section and a teaching outline section. The topics of the units are -- (1) Merchandising Defined, (2) Merchandising Functions, (3) Merchandising Policies, (4) What To Buy, (5) When and How Much to Buy, (6) Where and From Whom to Buy, and (7) How to Buy. The content is taken from the book "Merchandising Techniques," by Edwina B. Hogadone and Donald K. Beckley. This document is available for $4.00 from Instructional Materials Laboratory, Distributive Education Department, Division of Extension, The University of Texas, Austin, Texas 78712. (SL)

VT 000 168

Marketing in Our Economy.

Luter, Robert R.

Texas Univ., Austin. Dept. of Distributive Education

Sep64

DOCUMENT NOT AVAILABLE FROM EDRS 149p.

*ECONOMICS, *DISTRIBUTIVE EDUCATION, *MARKETING, *CURRICULUM GUIDES, *TEACHING GUIDES, GRADE 12,

This is one of 10 manuals which make up the 2-year distributive education secondary school curriculum in Texas. It was based on needs suggested by a curriculum committee at the high school coordinator level, tested in 19 high school programs, and revised. It is for teacher use with second-year students and requires approximately 25 to 30 hours. The eight units are -- (1) Basic Economic Principles, (2) Basic Economic Systems, (3) Accomplishments of Our Economic System, (4) The Role of Marketing in Our Economy, (5) Marketing Institutions, (6) Selecting Channels of Distribution, (7) Marketing Research, and (8) Career Opportunities in American Marketing. Units contain a statement of the aims and objectives, a teaching outline, suggestions to teachers, vocabulary list, test suggestions, and a selected bibliography. This document is available for $3.50 from Instructional Materials Laboratory, Distributive Education Department, Division of Extension, The University of Texas, Austin, Texas 78712. (SL)

VT 000 211

Home Furnishings Sales Training Kit.

Texas Univ., Austin. Dept. of Distributive Education

Sep60

DOCUMENT NOT AVAILABLE FROM EDRS 19 parts

*HOME FURNISHINGS, SALESMANSHIP, *DISTRIBUTIVE EDUCATION, *STUDY GUIDES, ANSWER KEYS, SENIOR HIGH SCHOOLS, POSTSECONDARY EDUCATION, *SALES OCCUPATIONS, *REFERENCE MATERIALS, BIBLIOGRAPHIES, TEACHERS GUIDES,

This kit, consisting of training manuals, an instructor's handbook, and reference materials, is designed to teach prospective and present home furnishing sales people how to sell effectively. Although planned for use with distributive education students in high schools and junior colleges, it is also useful for experienced sales people. Some of the materials were developed by writers after study and research, but much was compiled from references furnished by manufacturers and their suppliers, retailers, trade associations, and publishers. There are seven manuals -- The Furniture Store of Today, Designs for Sitting, Tables and Storage Units, Sleep Equipment, Lamps and Accessories, Decor, and Selling Home Furnishings. The instructor's handbook includes answers to all assignments in the manuals. The reference materials consist of ten publications from private industry -- Seng Furniture Facts, The Seng Decorule, How to Decorate and Light Your Home, Spinning the Color Wheel, How to Color Plan Your Home, How to Work with Airfoam Super Cushioning, The Kroehler Report, Fine Hardwoods Selectorama, Lampshade Highlights, 10 copies of the Home Furnishings Template drawn to scale, and a Bibliography for Home Furnishings. This kit is available for $19.95 from Instructional Materials Laboratory, Distributive Education Department, Division of Extension, The University of Texas, Austin, Texas 78712. (SL)

VT 000 216

Auto Parts Counterman.

Texas Univ., Austin. Instructional Materials Laboratory

Jun65

DOCUMENT NOT AVAILABLE FROM EDRS 5 parts

*SECONDARY EDUCATION, *DISTRIBUTIVE EDUCATION, *AUTOMOTIVE PARTS MEN, *STUDY GUIDES, REFERENCE BOOKS, ANSWER KEYS, MOTOR VEHICLES, OCCUPATIONAL INFORMATION, WHOLESALING, TEXTBOOKS,

This kit, consisting of reference materials, an assignment book, and an answer book, is designed for preparing distributive education students for positions as auto parts countermen in the automotive service industry. The assignment manual contains 36 assignments ranging from How the Auto Parts Industry Began to Delivery Duties. Each lesson contains a reading assignment in one of the accompanying reference booklets, questions, and projects. There are three reference booklets -- Automotive Wholesaler, Counterman's Handbook, published by the Automotive Service Industry Association, A Worker's Introduction to Wholesaling in the Automotive Industry, by William J. Micheels, and Building an Organization, by William J. Micheels. This kit is available for $12.50 from Instructional Materials Laboratory, Distributive Education Department, Division of Extension, The University of Texas, Austin, Texas 78712. (SL)

VT 000 437

Your Attitude is Showing.

Chapman, Elwood N.

Science Research Associates, Inc., Chicago, Ill.

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DOCUMENT NOT AVAILABLE FROM EDRS 160p.

*DISTRIBUTIVE EDUCATION, *HUMAN RELATIONS, *TEXTBOOKS, ATTITUDES, *EMPLOYEES, JOB TRAINING, ORIENTATION MATERIALS,

Each employee has a potential and a responsibility for positive human relations. The purpose of the book is to provide the employee in a nonsupervisory position with a knowledge of human relations which will help him. This knowledge includes a human relations philosophy, a theory to understand, principles to follow, and techniques to apply in order to avoid many human relations traps and entanglements. The book contains 20 chapters with a range of topics from You Can't Escape Human Relations to When Other Pastures Look Greener. Twenty case problems are included. This document, a separate student guide (VT 000 148), and answer booklet (VT 000 149) are available for $5.65 from Instructional Materials Laboratory, Distributive Education Department, Division of Extension, The University of Texas, Austin, Texas 78712. Science Research Associates, Inc. has a leader's guide and filmstrip with records to accompany the textbook. (SL)

VT 000 507 ED

Distributive Education Library Lists. (Professional Bulletin Series, no. 5).

Ertel, Kenneth A. * Smith, Gary R.

Council for Distributive Teacher Education

Idaho State Board for Vocat Educ, Boise. Distr Educ Div.

Oct64

EDRS Price MF-$0.09 HC-$1.68 42p.

*BIBLIOGRAPHIES, BOOKS, *TEACHER EDUCATION, *DISTRIBUTIVE EDUCATION,

This bibliography was developed for the use of institutions preparing teacher-coordinators and others who will teach distributive education at the secondary and adult levels. References are listed alphabetically by author or title under the following categories -- (1) Distributive Education -- Professional, (2) The Adult Program -- Professional Books, (3) U.S. Office of Education Publications, (4) Vocational Education -- Basic Understandings, and (5) Distribution -- Technical, with subheadings of accounting, economics, management, etc. Additional sources of materials are listed. (SL)

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VT 000 589

Training for Students in the Food Industry. (Vocational Division Bulletin, no. 290, Distributive Education Series, no. 30, U.S. Government Printing Office, Washington, D.C.).

Beaumont, John A.

Office of Education, Washington, D.C.
OE-82004

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DOCUMENT NOT AVAILABLE FROM EDRS 30p.

*DISTRIBUTIVE EDUCATION, *COOPERATIVE EDUCATION, *PROGRAM DEVELOPMENT, PROGRAM PLANNING, EMPLOYMENT OPPORTUNITIES, HIGH SCHOOLS, EMPLOYERS, *FOOD STORES, OCCUPATIONS,

Two major problem areas of the high school cooperative program in distribution, placement of students and their on-the-job experiences, are considered in this publication resulting from a joint undertaking by the food industry and the Distributive Education Branch. It illustrates how persons engaged in the food industry, the educators, and the consumers may work together. The food industry provides opportunity in many occupational areas including accounting, advertising, buying, finance, industrial relations, insurance, merchandising, personnel, public relations, real estate, sales promotion, store operations, transportation, and warehousing. This pamphlet analyzes an arrangement between the high school cooperative program and a food retailer. Besides career opportunities, the distributive education program, placement of students, experiences of the food store trainee, and classroom instruction involved are included. Special responsibilities of the teacher coordinator, the store manager, and the sponsor are emphasized. A job orientation plan and a flow chart showing various on-the-job experiences and procedures for the training of the food service trainee are included. Success of the food distribution training will depend partially on student placement, the knowledge of the student as to opportunities available in this field, and the willingness of industry to provide on-the-job training. This document is available as G.P.O. Number FS5.282:82004 for 15 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (MS)

VT 000 674   ED

Seafood Merchandising, A Guide for Training Programs. (Vocational Division Bulletin, no. 304, Distributive Education Series, no. 35, U.S. Government Printing Office, Washington, D.C.).

Office of Education, Washington, D.C.
OE-82014

64

DOCUMENT NOT AVAILABLE FROM EDRS   80p.

*DISTRIBUTIVE EDUCATION, PROGRAM PLANNING, *PROGRAM DEVELOPMENT, *CURRICULUM, CURRICULUM GUIDES, *MERCHANDISING, *SEAFOOD,

Guidelines are suggested for the promotion and organization of training programs that will aid in the orderly distribution of fishery products to the consumer. The material was developed as a result of a research project conducted by the Educational Service Bureau and the Distributive Education Service of Temple University. Chapters in the guide are -- (1) The Seafood Industry and Its Problems, (2) Organizing and Operating a Seafood Merchandising Program which includes personnel requirements, financial arrangements, student classification, and teaching procudures, (3) Curriculums for Seafood Merchandising Training Courses which includes procedures for management, supervisory, and operational personnel, techniques of wholesaling, and products information for consumer educators and mass feeders, and (4) A Sample Seafood Merchandising Course which includes outlines of 11 topics most likely to be used in instruction. The appendix includes sources of instructional materials, a list of seafood merchandising clinics previously conducted, activities of the Bureau of Commercial Fisheries, fishery legislation relative to research and training, and references on seafood merchandising. This document is available as GPO Number FS 5.282--82014 for 30 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (PS)

VT 000 909 ED

Distributive Education for Adults, Guide for Part-Time Instructors. (Vocational Division Bulletin, no. 259, Distributive Education Series, no. 21, U.S. Government Printing Office, Washington, D.C.).

Kneeland, Natalie

Office of Education, Washington, D.C.
OE-82003

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DOCUMENT NOT AVAILABLE FROM EDRS 27p.

*DISTRIBUTIVE EDUCATION, *ADULT VOCATIONAL EDUCATION, *PART TIME TEACHERS, *TEACHING GUIDES, TEACHING TECHNIQUES,

Materials in this bulletin was collected from many states operating successful adult distributive education programs. It was developed by a training consultant with the assistance of program specialists for distributive education in the U.S. Office of Education. Suggestions to assist the part-time instructor include -- (1) Learning about the job, class members, and steps in teaching, (2) Planning what and how to teach, (3) Selecting and using visual aids, (4) Making a teaching plan, (5) Holding the first class meeting, (6) Questioning and handling class response, (7) Holding the closing meeting, and (8) Evaluating training performance. This document is available as G.P.O. Number FS5.282:82003 for 15 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (PS)

VT 001 817

Planning and Organizing an Export Trade Education Program. (Vocational Division Bulletin, no. 302, Distributive Education Series, no. 34, U.S. Government Printing Office, Washington, D.C.).

Winkel, Willem

Office of Education, Washington, D.C.
OE-82012

63

DOCUMENT NOT AVAILABLE FROM EDRS 50p.

ADULT VOCATIONAL EDUCATION, *CURRICULUM GUIDES, *PROGRAM PLANNING, TEACHING GUIDES, *EXPORTS, *BUSINESSMEN, *DISTRIBUTIVE EDUCATION, BUSINESS,

The purpose of this booklet is to guide the planning and organizing of a program to help small businessmen understand the operation of foreign commerce. It was developed by an international specialist for the Florida State Department of Education. The main divisions are American Business -- World Trade, an Education Program, Instructors' Outline for Each Session, and Planning and Organizing the Course. Classes are arranged for twelve 2-hour sessions. Examples of the session topics are Organizing for Export Operations, The Export Transaction, Packaging and Marking, and Transportation. A bibliography is included. This document is available as GPO Number FS 5.282--82012 for 20 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (SL)

VT 002 040

Merchandising Group Instruction, A Course of Study Designed for Students Preparing for or Presently Employed in Distributive Education.

Karnes, James B., ed.

Missouri Univ., Columbia. Dept. of Industrial Education

Nov65

DOCUMENT NOT AVAILABLE FROM EDRS 49p.

*DISTRIBUTIVE EDUCATION, *MERCHANDISING, *STUDY GUIDES, HIGH SCHOOLS, POSTSECONDARY EDUCATION,

Developed by inservice teacher education classes, this manual is for use by secondary and post-secondary distributive education students in merchandising in a 180-hour time allotment. Nine units of study list objectives under job training and related information. The units are -- (1) Fundamentals of Retraining, (2) Buying for Consumer Demand, (3) Responsibilities of a Store Buyer, (4) Handling Incoming Merchandise, (5) Pricing for Profits, (6) Selling to Customers, (7) Advertising and Displaying Merchandise, (8) Keeping Records and Controlling Stock, and (9) Observing Government Regulations. Eleven assignment sheets contain references and questions. This mimeographed document is available for $1.50 from Industrial Education, 103 Industrial Education Building, University of Missouri, Columbia, Missouri 65201. A separate answer key (VT 002 041) indicates the source and page numbers for answering each question in the assignment sheets. It is available for 50 cents. (SL)

VT 002 095

Food Service, A Course of Study Designed for Cooperative Part-Time Students Employed in Food Service Work.

Karnes, James B., ed.

Missouri Univ., Columbia. Dept. of Industrial Education

May66

DOCUMENT NOT AVAILABLE FROM EDRS   114p.

*COOPERATIVE EDUCATION, *FOOD SERVICE OCCUPATIONS, *INDIVIDUAL INSTRUCTION, *STUDY GUIDES, HIGH SCHOOLS, OCCUPATIONAL INFORMATION, POSTSECONDARY EDUCATION, *DISTRIBUTIVE EDUCATION,

An analysis of food service, together with assignment sheets covering the related occupational information to be taught by the school, make up this study guide prepared for teaching food service workers on an individual basis in a cooperative part-time program. Developed by an advisory committee, research assistants, and food service specialists, this 180-hour course of study was developed for use on the secondary level but can be used on the post-secondary and adult levels, also. Seven information sheets and 17 assignment sheets, each with references and a test, are provided. Unit objectives are listed under job training and related information. Examples of the units are -- (1) Care of Equipment, Sanitation, and Safety, (2) Relation with the Public, (3) Setting the Table, (4) Serving the Order, (5) Writing and Planning the Menu, and (6) Restaurant Management. This mimeographed document is available for $1.50 from Industrial Education, 103 Industrial Education Building, University of Missouri, Columbia, Missouri 65201. A separate instructor's key (VT 002 094) is available from the same source for 50 cents. (SL)

VT 002 251

Advanced Sales Techniques, (Instructor's Guide).

Louisiana State Dept. of Education, Baton Rouge

67

DOCUMENT NOT AVAILABLE FROM EDRS 100p.

*SALESMANSHIP, *TEACHING GUIDES, HIGH SCHOOLS, POSTSECONDARY EDUCATION, ADULT EDUCATION, DISTRIBUTIVE EDUCATION,

The purpose of this teaching guide is to aid in course and lesson planning for a unit in advanced salesmanship at the secondary, postsecondary, or adult level. It was developed by state department of education personnel. Two of the seven objectives are to give a better understanding of the techniques involved in selling, and to help the salesman realize his place and importance in the American economic system. An instructional outline and suggestions to instructor are presented in parallel columns. The major units are -- (1) Pre-Approach, (2) Meeting the Customer or Prospect, (3) Selecting the Merchandise, (4) Presenting the Merchandise Physically, (5) Followup of Remembering Names, (6) Presenting the Goods Verbally, (7) Demonstrations, (8) Appropriate Selling Technique, (9) Summarize the Buildup, (10) Suggestive Selling, (11) Routine Details, (12) Followup of the Sale, and (13) Telephone Selling. A minimum of 10 one-hour classroom sessions is suggested for the unit. The teacher should have skill in teaching distributive education, and the student should have a mature interest in selling as a career. Each lesson has instructional objectives and a list of necessary materials and teaching aids. The bibliography lists five books dated from 1938 to 1959 and seven 16 mm. sound films, ranging from seven to 28 minutes in length. (EM)

VT 002 254

Tour Guide Training, Conference Leader's Guide, Adult Series.

Louisiana State Dep of Educ, Baton Rouge. Distr Educ Sect

67

DOCUMENT NOT AVAILABLE FROM EDRS 126p.

*TOUR GUIDES (OCCUPATION), *DISTRIBUTIVE EDUCATION, ADULT VOCATIONAL EDUCATION, LESSON PLANS, *CURRICULUM GUIDES, *TEACHING GUIDES,

New Orleans, Louisiana,

Tour guides with less than two years experience take this course to enable them to become licensed by the city of New Orleans, Louisiana. They are helped to acquire or reinforce the basic skills, attitudes, and knowledge which a tour guide needs to conduct sightseeing tours in a dignified, entertaining, and informative manner. The course is structured for two nights a week, two hours per night for approximately eight weeks. Major teaching techniques suggested are lecture-discussion sessions, voluntary services of guest lecturers, selected audiovisual aids, dissemination of factual outlines, and outside readings. Units are -- (1) Course Orientation, (2) Basic Concepts of Tourism, (3) Tourism as a Business, (4) Acquiring, Selecting, Organizing, and Presenting Information, (5) General Information on New Orleans and Environs, (6) Practice in Library Research, (7) Highlights of History, (8) The Architecture of New Orleans and Louisiana, (9) The People, Traditions, and Customs, (10) The Streets and Neighborhoods, and (11) The Delta Country. "Suggestions to Instructors" accompanies each unit outline. A limited bibliography and a list of films are included. (SL)

HEALTH OCCUPATIONS
EDUCATION
SECTION

VT 000 111

Hospital Ward Clerk, (Course Outline).

Collie, Ida

North Carolina State Board of Educ, Raleigh. Curr. Lab.

Jan65

DOCUMENT NOT AVAILABLE FROM EDRS 41p.

*CURRICULUM GUIDES, *WARD CLERKS, POSTSECONDARY EDUCATION,
*HOSPITALS, *HEALTH OCCUPATIONS EDUCATION,

Developed by the author, under the direction of a staff consultant for health occupations, this guide assists the teacher in initial classes for prospective hospital ward clerks. The teacher should be a registered nurse with ward administration experience. Students admitted to this 94-hour course should be high school graduates. A descriptive statement of each unit and a descriptive statement and suggested teaching methods for each lesson are presented. Detailed lesson plans are not included. The course units are -- (1) Hospital and Community -- a study of the purposes of hospitals, types of hospitals, and the relationship of hospital to community, (2) Hospital Organization, (3) Understanding the Role of Ward Clerks, (4) Fundamentals of Ward Clerk Practice -- following hospital procedures, use of nursing unit and hospital equipment, patient's chart, forms and requisitions, and daily care of the nursing unit, (5) Ward Clerk Participation in Selected Nursing Unit Activities -- prevention and control of disease, admission, transfer, and discharge of patients, and (6) Becoming a Hospital Employee -- job and citizenship responsibilities, applying for and resigning from a position. Suggested references, films, and recordings are listed. (PS)

VT 000 114

The Nurses' Assistant. (Course Outline).

North Carolina State Board of Education, Raleigh

Aug65

DOCUMENT NOT AVAILABLE FROM EDRS 58p.

*NURSES AIDES, COURSE OUTLINES, *HEALTH OCCUPATIONS EDUCATION, NURSING, HOSPITALS,

The 330-hour course outline for preemployment education of nurses' assistants was designed to prepare qualified men and women to give effective nursing care to selected patients, to note and report observations, and to carry out routine aspects of ward management. The outline was developed by a curriculum committee of hospital representatives throughout the state. The units are -- (1) Introduction to Role of the Nurses' Assistant, (2) Understanding Effects of Illness, (3) Making Observations on Patients, (4) Safety measures in Care of the Sick, (5) Measures to Promote the Patient's Comfort, (6) Measures Related to the Patient's Illness, and (7) Becoming a Hospital Employee. For each unit, the time allotment, general objectives, references, and lesson outlines are given. The teacher of the course should be a registered nurse with teaching experience. (PS)

VT 000 115

Personal Care and Family Aide. (Course Outline).

Janes, Martha W.

North Carolina State Board of Education, Raleigh

Apr66

DOCUMENT NOT AVAILABLE FROM EDRS 50p.

*CURRICULUM GUIDES, *NURSES AIDES, *HOMEMAKERS ASSISTANTS, *CHILD CARE WORKERS, FAMILY PROBLEMS, COMMUNITY AGENCIES (PUBLIC), HEALTH SERVICES, ADULT VOCATIONAL EDUCATION, *HEALTH OCCUPATIONS EDUCATION, HOME MANAGEMENT,

Nonprofessional workers must be trained to provide assistance to individuals and families with personal-care and home-related problems. This outline, prepared by an advisory committee assisted by a registered nurse, was designed to meet the need through training for employment in such areas as public health agencies, public welfare agencies, private agencies providing home services, institutions for dependent individuals, and families in need of nonprofessional assistance. The graduate will not be qualified to render nursing care, but will be able to assist the individual. The course covers approximately 220 hours on the topics -- (1) Introduction to Health Services, (2) Understanding Human Relationships, (3) Understanding Family Living, (4) Organization and Management, (5) Providing a Safe Home Environment, (6) Effects of Illness, (7) Nutritional Needs, (8) Life Span, Childhood Through Senescence, (9) Personal Care Assistants, (10) Observing and Reporting, (11) Community Health Resources, and (12) Becoming an Effective Personal Care and Family Aide. Minimum requirement for student admission should be evidence of completion of eighth grade or equivalent. A registered nurse who has had prior experience in teaching and is familiar with community resources probably would have adequate preparation for teaching this content. A list of references for both teachers and students is included. (MS)

VT 000 116

Psychiatric Aide. (Course Outline).

Beard, Louise * and others

North Carolina State Board of Educ., Raleigh

Jun66

DOCUMENT NOT AVAILABLE FROM EDRS   77p.

*COURSE OUTLINES, *PSYCHIATRIC AIDES, *HEALTH OCCUPATIONS EDUCATION, PSYCHIATRIC HOSPITALS, NURSING,

Designed to train nonprofessional workers for assisting with patient care in psychiatric institutions, the outline was developed by a curriculum committee of psychiatric nurses from state and mental hospitals. The tentative outline was evaluated by a committee, revised, used by selected institutions, evaluated by teachers, and revised to incorporate teacher suggestions. Unit outlines are -- (1) Introduction to Health Services, (2) Meeting Mental and Emotional Needs, (3) Daily Care of Patients, (4) Procedures (aseptic techniques, etc.), (5) Patient Placement, (6) Care of Psychiatric Patients, and (7) Becoming a Hospital Employee. Each unit includes time allotment, objectives, suggested references, and lesson outlines. The course can be presented in 11 weeks with 30-40 hours per week and should be taught by a registered nurse with psychiatric experience. (PS)

VT 000 241

Supervised Study Guide, Dental Assistant.

Texas Univ., Austin. Dept. of Industrial Education

Jan65

DOCUMENT NOT AVAILABLE FROM EDRS 144p.

*STUDY GUIDES, *HEALTH OCCUPATIONS EDUCATION, *DENTAL ASSISTANTS, HIGH SCHOOLS, *COOPERATIVE EDUCATION,

Related technical instruction for high school students in a cooperative, on-the-job, 2-year educational program for dental assistants is presented. The guide is to be used under the direct supervision of a related subjects teacher. The materials were developed by a coordinator and reviewing committee at the state level. Assignment sheets are -- (1) Ethics, (2) Care of Dental Equipment, (3) Chairside Assisting, (4) Dental Office Management, (5) Dental Anatomy, (6) Dental Pathology, (7) Bacteriology and Sterilization, (8) Anesthesia, (9) Dental Roentgenology, (10) Oral Hygiene and Pedodontia, (11) Diet and Nutrition, (12) Orthodontia, (13) Pharmacology, (14) Treatment of Emergencies, (15) Carvings and Drawings, (16) Impression Material and Models, (17) Base Plates and Bites, and (18) Inlays and Crowns. Two required references and supplementary references are listed. Student progress record forms, assignment sheets, and information sheets covering information which was not available in the references are included. An equipment list is given in the appendix. A test booklet (VT 000 243) and answer booklet (VT 000 242) are available for use with the guide. The study guide and unit tests are available for $3.75 and the answer booklet (VT 000 242) for $2.50 from Industrial Education Department, Division of Extension, The University of Texas, Austin, Texas 78712. (PS)

VT 000 244

Supervised Study Guide, Nurse Aide.

Williams, O. O.

Texas Univ., Austin. Dept. of Industrial Education

Oct65

DOCUMENT NOT AVAILABLE FROM EDRS 119p.

*STUDY GUIDES, *HEALTH OCCUPATIONS EDUCATION, *NURSES AIDES, *NURSING, GRADE 11, GRADE 12, *COOPERATIVE EDUCATION,

Related technical instruction for students in grades 11 and 12 in a cooperative, on-the-job, 2-year educational program for nurse aides is presented. It is oriented toward preparing the aide to care for patients in hospitals or nursing homes. Materials were developed by a coordinator specialist and reviewing committee at the state level. Assignment sheets are included for the units -- (1) Meeting the Patient's Needs, (2) Assisting with Patient's Personal Needs, (3) The Body in Need of Care -- Structure and Functions, (4) Assisting with Diagnostic Measures, (5) Assisting in Giving Treatments, (6) Assisting with Specialized Types of Care, (7) Assisting with Emergency Care, and (8) Care of Equipment. Progress record sheets provide both job and related assignment lists to be used by the teacher and student in recording student progress. Five required and two supplemental references are listed. A test booklet (VT 000 246) and answer booklet (VT 000 245) are available for use with the guide. The study guide and unit tests are available for $4.35 and the answer booklet for $3.15 from Industrial Education Department, Division of Extension, The University of Texas, Austin, Texas 78712. (PS)

VT 000 262

Supervised Study Guide in Medical Laboratory Techniques.

Lovelace, Bill E.

Texas Univ., Austin. Dept. of Industrial Education

Texas Educ. Agency, Austin. Industrial Educ. Division

Dec63

DOCUMENT NOT AVAILABLE FROM EDRS 149p.

*STUDY GUIDES, *HEALTH OCCUPATIONS EDUCATION, *MEDICAL LABORATORY ASSISTANTS, HIGH SCHOOLS,

The related technical material in this guide is for use by grade 11 or grade 12 students in health occupations or industrial cooperative training classes. It was prepared for use in a 2-year, 360-hour program for the medical laboratory technician assistant. Materials were developed by a coordinator and reviewing committee at the state level. Job progress record sheets, supplementary information sheets, and assignment sheets are provided for the units -- (1) General Laboratory Work, (2) Urinalysis, (3) Hematology, (4) Blood Bank, (5) Blood Chemistry, (6) Serology, (7) Feces, (8) Gastric and Duodenal Contents, (9) Sputum, (10) Special Procedures, and (11) Histology. A bibliography of required references and films is included. A test booklet (VT 000 264) and the study guide are available for $3.75 from Industrial Education Department, Division of Extension, The University of Texas, Austin, Texas 78712. An answer booklet (VT 000 263) is also available for 95 cents. (PS)

VT 002 281 ED

Medical Laboratory Assistant, A Suggested Guide for a Training Program. (Manpower Development and Training Program, U.S. Government Printing Office, Washington, D.C.).

Office of Education, Washington, D.C.
OE-87017

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DOCUMENT NOT AVAILABLE FROM EDRS 123p.

*MEDICAL LABORATORY ASSISTANTS, TEACHING GUIDES, *PROGRAM PLANNING, PROGRAM DEVELOPMENT, *CURRICULUM GUIDES, CURRICULUM, *HEALTH OCCUPATIONS EDUCATION, POSTSECONDARY EDUCATION, *MDTA PROGRAMS,

Information is given to assist in organizing and administering a training program for medical laboratory assistants in a variety of settings and to provide guidance in establishing new programs and in evaluating existing ones. The material was prepared under the direction of the National Committee for Careers in Medical Technology. Pathologists and medical technologists participated in the organizational and developmental stages. All material was reviewed by a representative national group of expert consultants in the field of laboratory medicine. The 12-month program was designed for high school graduates or their equivalent to be administered by a teaching staff composed of a national director, a teaching supervisor, and instructors. An outline of informational material to be presented in the classroom, laboratory procedures to be demonstrated and then performed as direct exercises by the students, as well as relevant bibliographies, audiovisual aids, and study questions are presented for the following units -- (1) Orientation to the Clinical Laboratory, (2) Bacteriology, (3) Serology, (4) Parasitology, (5) Hematology, (6) Clinical Chemistry, (7) Blood Banking, (8) Routine Analysis, and (9) Basal Metabolism -- Electrocardiography. This document is available as GPO Number FS 5.287--87017 for 60 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (PS)

VT 002 792

Surgical Technician Unit, Surgical Aseptic Technique.

Hill, Joy

Kentucky Univ., Lexington. Instructional Materials Lab.

Dec66

DOCUMENT NOT AVAILABLE FROM EDRS 20

*HEALTH OCCUPATIONS EDUCATION, *SURGICAL TECHNICIANS, *ASEPTIC TECHNIQUES, *TEACHING GUIDES, *UNITS OF STUDY (SUBJECT FIELDS), ADULT VOCATIONAL EDUCATION,

The 15-day unit deals with the principles and techniques necessary to maintain the sterile field after the equipment and supplies have been sterilized. It was designed for use in vocational schools by a qualified teacher to teach adults preparing to be surgical technicians. It was developed by a specialist in health occupations. Lessons include -- (1) Understanding the development and principles of aseptic techniques, (2) Preparing the operating room for action, (3) Giving preoperative care of skin, (4) Putting on sterile gown and gloves, (5) Setting up sterile tables and draping patients, and (6) Handling and disposing of infectious and contaminated material. Each lesson contains principles and techniques to be learned, suggested teacher-learning activities, and references. (PS)

VT 002 857

Dental Assistant, A Course of Study Designed for Cooperative Part-Time Students Employed as Dental Assistants.

Karnes, James B.

Missouri Univ., Columbia. Dept. of Industrial Education

Apr61

DOCUMENT NOT AVAILABLE FROM EDRS 123p.

*DENTAL ASSISTANTS, *STUDY GUIDES, *COOPERATIVE EDUCATION, *HEALTH OCCUPATIONS EDUCATION, HIGH SCHOOLS, POSTSECONDARY EDUCATION,

This 180-hour study guide, consisting of an analysis of the dental assistant and assignment sheets covering the related occupational information to be taught, was prepared for teaching dental assistants on an individual basis in a cooperative part-time program at the secondary or postsecondary level. It was developed by research assistants and an advisory committee at the state level in consultation with a dentist and dental assistants and revised after several years. Some of the assignment sheets are -- (1) Working with the Public, (2) Maintaining Patient Records, (3) Managing the Office, (4) Anatomy and Technical Terms, (5) Oral Hygiene and Orthodontics, (6) Drugs, Anesthesia, First Aid and Emergency Care, (7) Surgery, (8) Impressions, Models, Dentures, and Casting, and (9) Radiography. Each sheet gives assignments, references, and questions. Reference for the guide is Schwarzrock, L. H. and S. P. Schwarzrock, "Effective Dental Assisting," W. C. Brown Co., Dubuque, Iowa, 1959, $8.00. This document is available for $1.50 from Industrial Education, 103 Industrial Education Building, University of Missouri, Columbia, Missouri 65201. An answer key is available for 50 cents from the same source. (PS)

VT 002 934 ED

Mental Nursing. (Lesson Plans Prepared by Practical Nursing Instructors Following Joint Conference Held at The University of Tennessee, Knoxville).

Tennessee State Board for Vocational Educ., Nashville

Tennessee Vocational Curriculum Lab., Murfreesboro

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EDRS Price MF-$0.09 HC-NOT AVAILABLE FROM EDRS 40p.

*PRACTICAL NURSES, *MENTAL ILLNESS, *CURRICULUM GUIDES, *UNITS OF STUDY (SUBJECT FIELDS), NURSING, *HEALTH OCCUPATIONS EDUCATION, PSYCHIATRIC HOSPITALS,

The lesson plans for a unit on mental nursing in the practical nurse education program were developed by a group of registered nurses holding Tennessee teaching certificates. Students selected for the program should be high school graduates or equivalent. The lessons designed for use by a registered nurse certified for teaching give objectives, references, materials, instructional aids, outline of pertinent material to be presented, key points to do or say, test, and summary. Lessons are -- (1) Introduction to Psychiatric Nursing, (2) The Mental Hospital, (3) Basic Concepts of a Therapeutic, (4) Observation and Recording, (5) The New Admission, (6) The Withdrawn Patient, the Underactive Patient, (7) The Suspicious Patient, The Worrying Patient, (8) Security Measures in a Psychiatric Hospital, (9) Types of Mental Diseases, (10) Types of Therapy, and (11) Rehabilitation of the Mentally Ill Patient. This document is available for $2.00 from Vocational Curriculum Laboratory, Box 1114, Murfreesboro, Tennessee 37130. (PS)

VT 003 017

Dental Office Management, Course Outline.

Sigmon, Joyce * Lynch, Mildred

North Carolina State Board of Education, Raleigh

Aug66

DOCUMENT NOT AVAILABLE FROM EDRS 11p.

*CURRICULUM GUIDES, *HEALTH OCCUPATIONS EDUCATION, *DENTAL ASSISTANTS, OFFICE PRACTICE, POSTSECONDARY EDUCATION,

One quarter (4 class hours and 3 laboratory hours per week) is the time allotment for the preemployment, post-high school course outlined. Principles and procedures related to management of the dental office, including maintenance of inventories, ordering of supplies, charting, maintaining patient and financial records, making appointments, and establishing favorable patient relations are included in the course. The materials were developed by a staff writer at the state level and a committee of local techers. The teacher should be a certified dental assistant with work experience and aptitude for teaching. The five units are -- (1) Introduction, (2) Office Administration, (3) Supplies, (4) Patient Management, and (5) Effective Office Management. A suggested text and references are listed. (PS)

HOME ECONOMICS EDUCATION SECTION

VT 001 826 ED

The Visiting Homemaker, A Suggested Training Program. (Manpower Development and Training Program, U.S. Government Printing Office, Washington, D.C.).

Office of Education, Washington, D.C.
OE-87002

64

DOCUMENT NOT AVAILABLE FROM EDRS 22p.

*OCCUPATIONAL HOME ECONOMICS, ADULT VOCATIONAL EDUCATION, PROGRAM DEVELOPMENT, *TEACHING GUIDES, COMMUNITY SERVICE PROGRAMS, *VISITING HOMEMAKERS, FAMILY PROBLEMS, *HOME MANAGEMENT, *MDTA PROGRAMS,

The purpose of these guidelines is to provide resource material from which a local training program for visiting homemakers can be developed. The visiting homemaker assists in performing the duties of the home in order to keep family life normal during stress or illness in the family. The visiting homemaker trainee should be an intelligent, mature person with an interest in helping families and with experience in basic homemaking skills. The teacher should be a college graduate with a major in home economics or social work, experienced in teaching adults, and competent in working with others. Instruction from 60 to 90 hours is suggested in the units -- (1) Orientation and personal qualities needed, (2) Responsibilities of the viting homemaker, (3) Basic needs of people and implications of working with children of various ages and family backgrounds, (4) Working with families with special problems, (5) Assisting the family in providing nutritious meals, and (6) Housekeeping tasks. References are included with each unit. Suggestions are given for lesson planning, evaluation, and teaching facilities. Criteria are listed for judging trainee readiness for employment. This document is available as GPO Number FS 5.287--87002 for 20 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (MS)

VT 002 270 ED

The Homemaker's Assistant, A Suggested Training Program. (Manpower Development and Training Program, U.S. Government Printing Office, Washington, D.C.).

Office of Education, Washington, D.C.
OE-87008

64

DOCUMENT NOT AVAILABLE FROM EDRS 22p.

*OCCUPATIONAL HOME ECONOMICS, MAIDS, *MDTA PROGRAMS, *HOME MANAGEMENT, CHILD CARE, *PROGRAM DEVELOPMENT, GUIDELINES, *TEACHING GUIDES, HIGH SCHOOLS, ADULT VOCATIONAL EDUCATION,

The purpose of this guide is to provide help in developing a local program for training homemaker's assistants. The homemaker's assistant carries on various responsibilities required for maintaining family life in a pleasant, clean, and orderly home. Some specific objectives of the program are to prepare trainees -- (1) to clean house, using various types of equipment, (2) to do simple laundering, (3) to plan, shop for, prepare, and serve simple meals, (4) to care for children, and (5) to keep simple records. The teacher should be a home economics graduate who has taught adults and has had practical experience as a homemaker. The trainee should be functionally literate, experienced in homemaking, and in sound physical and mental health. Units for the 300-hour course are -- (1) Orientation to the Nature of the Work and Desirable Personal Qualities, (2) Basic Cleaning and Laundry Procedures, (3) Preventing Home Accidents and Assisting with Home Care of the Sick, (4) Food Preparation and Serving, (5) Care of Children During Mother's Absence, and (6) Handling Emergencies and Meeting People Outside the Family. Each unit includes objectives, background information, and references. Teaching suggestions and criteria for judging trainee's readiness for employment are included. This document is available as GPO Number FS 5.287--87008 for 20 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (MS)

VT 002 781

Our First Foods Book.

Pieslak, Mary Margaret

New Jersey State Dept. of Educ., Trenton, Vocat. Div.

Jul60

DOCUMENT NOT AVAILABLE FROM EDRS 211p.

*STUDY GUIDES, *HOMEMAKING EDUCATION, *DEAF EDUCATION, *FOODS INSTRUCTION, MENTALLY HANDICAPPED, SPECIAL PROGRAMS,

The purpose of this manual is to acquaint the students with the equipment and utensils found in a kitchen and to teach them how to prepare simple meals. The course was developed specifically for deaf pupils but is also applicable for a slow-learner or handicapped group. The guide, which follows a course of study approved by the State Board of Education, was prepared by a teacher at the state level, assisted by other teachers familiar with students with special needs. Units include -- (1) Things to Know Before You Start Cooking, (2) Use and Care of Equipment, (3) Measurements and Abbreviations, (4) Table Manners, Table Setting, and Table Service, (5) Beverages, (6) Toast, (7) Fruit, (8) Cereals and Quick Breads, (9) Eggs, (10) Simple Breakfasts, (11) Cookies, (12) Sandwiches, (13) Simple Desserts, and (14) Simple Luncheons. A dictionary of terms with emphasis on pronunciation, achievement tests, and a bibliography are included. Throughout the study guide, new terms are defined and written in syllables and many illustrations are included. The course meets one hour a day, five days a week, for one year. The students should be primarily girls, low achievers, and at least ten years old. The teacher should be certified in home economics and experienced with low achievers of handicapped groups. This document is available for $1.50 from Vocational-Technical Curriculum Laboratory, Rutgers University, 10 Seminary Place, New Brunswick, New Jersey 08903. (MS)

INDUSTRIAL ARTS
EDUCATION
SECTION

VT 002 032

Applied Electricity. (Industrial Arts Series).

Spinti, Robert J., comp.

Missouri Univ., Columbia. Dept. of Industrial Educ.

Missouri State Dep of Educ, Jefferson City. Ind Educ Sect

Sep63

DOCUMENT NOT AVAILABLE FROM EDRS 162p.

CURRICULUM GUIDES, *TEACHING GUIDES, *TRADE AND INDUSTRIAL EDUCATION, *ELECTRICITY, HIGH SCHOOLS, BIBLIOGRAPHIES, REFERENCE MATERIALS, INSTRUCTIONAL FILMS, COOPERATIVE EDUCATION, ASSIGNMENTS, TESTS, ANSWER KEYS, EDUCATIONAL EQUIPMENT,

The purpose of the course of study is to assist the teacher in establishing or revising a course in basic applied electricity on the secondary level. Preparation was done by a graduate research assistant in cooperation with an advisory committee, subject matter specialists, and teacher educators. Major divisions are -- (1) Fundamentals of Electricity, (2) Magnetism and Electromagnetism, (3) Sources and Distribution of Electrical Energy, (4) Electrical Conductors and Heat, (5) Light and Electricity, (6) Residential Wiring, (7) Motors, (8) Contols, (9) Appliances, (10) Automotive Electricity, and (11) Electronics. Length of the course should provide for 360 hours of related instruction and laboratory experience. Included are 29 job assignment sheets and 21 informational assignment sheets keyed to the 26 textbooks listed. The bibliography lists 29 reference materials, 83 films, 10 periodicals, and 38 instructional materials. A suggested floorplan, equipment and tool list with prices, and supply source list are also given. The appendix contains two examinations and their keys. This document is available for $2.00 from Industrial Education, 103 Industrial Education Building, University of Missouri, Columbia, Missouri 65201. (EM)

TRADE AND INDUSTRIAL EDUCATION SECTION

VT 000 220

Supervised Study Guide in Auto Upholstery and Trim.

West, Ernest F.

Texas Univ., Austin. Dept. of Industrial Education

Texas Educ. Agency, Austin. Industrial Educ. Division

Sep65

DOCUMENT NOT AVAILABLE FROM EDRS 140p.

*STUDY GUIDES, *TRADE AND INDUSTRIAL EDUCATION, *AUTOMOBILE UPHOLSTERS, *MOTOR VEHICLES, GRADE 11, GRADE 12, *COOPERATIVE EDUCATION, INDIVIDUAL INSTRUCTION,

The related instruction materials in this study guide were developed for use by grade 11 and grade 12 students in 2-year cooperative training programs in area vocational or technical high schools. It was organized by a trade instructor in a special workshop under the direction of a training specialist and a reviewing committee. Some of the units are -- (1) Sewing Machine and Other Tools and Equipment, (2) Upholstery Materials, (3) Headlining, (4) Door Panels, (5) Rear Quarter Panels, (6) Seat Covers, (7) Re-Upholstery, (8) Pattern Cutting, (9) Convertible Tops, and (10) Boat Cushions and Outdoor Furniture. Assignment sheets present the lesson subject, aim, introductory information, references, and questions. Information sheets contain materials which are not available or not suitably presented in the reference books. Study is to be supervised by a related subjects teacher or teacher-coordinator. A progress record is provided for use by teacher and student in checking progress of planned work experiences and related technical study. The bibliography contains required and supplementary reference books. The study guide and unit tests (VT 000 222) are available for $4.00 per set from Industrial Education Department, Division of Extension, The University of Texas, Austin, Texas 78712. An answer book, (VT 000 221), for written assignments and unit tests are available, $1.90 each. (HC)

VT 001 277

A Guide for Use in Developing Training Programs in Mechanical Technology.

Mississippi State Dept. of Vocational Educ., Jackson

Mississippi State Univ., State College. Curriculum Lab.

Jan66

DOCUMENT NOT AVAILABLE FROM EDRS 219p.

CURRICULUM, *CURRICULUM GUIDES, *TEACHING GUIDES, *TRADE AND INDUSTRIAL EDUCATION, *ENGINEERING TECHNICIANS, TECHNICAL EDUCATION, BIBLIOGRAPHIES, LABORATORY EQUIPMENT, PROGRAM PLANNING,

Mechanical Technology,

This resource material is for teacher use in planning courses in technical programs at the postsecondary level. It was developed by teachers and directors and approved by an industrial committee. It includes a 4-semester curriculum, 24 course outlines, and laboratory activities. Outlines include -- (1) Manufacturing Processes I, (2) Materials for Industry, (3) Manufacturing Processes II, (4) Hydraulics and Pneumatics, (5) Metallurgy, (6) Inspection Technique, (7) Strength of Materials, (8) Motion and Time Study, (9) Production Planning and Problems, (10) Mechanical Drafting I and II, (11) Technical Math I - Algebra, (12) Technical Math II - Trigonometry, (13) Technical Math III - Analytical Geometry and Calculus, (14) Physics I - Properties of Matter and Materials, (15) Physics II - Heat, Light, and Sound, and (16) Physics III - Electricity and Magnetism. The teacher should be a technical school graduate with broad job experience. A sample production planning problem and a list of tools and equipment are included. A bibliography lists texts and references. This document is available for $4.00 from Curriculum Laboratory, Box NU, State College, Mississippi 39762. Orders for more than 10 copies require a special request. (EM)

VT 001 464

Supervised Study Guide for Television Cameraman (Video-Camera Engineer).

Schreiner, Leo * Brown, Russell

Texas Univ., Austin. Dept. of Industrial Education

Texas Education Agency, Austin. Industrial Educ. Div

Jan67

DOCUMENT NOT AVAILABLE FROM EDRS 64p.

*STUDY GUIDES, *TRADE AND INDUSTRIAL EDUCATION, *CAMERAMEN, *TELEVISION, HIGH SCHOOLS, *COOPERATIVE EDUCATION,

The related technical information in this guide is for use, on a supervised study basis, by juniors and seniors in a cooperative program in area vocational or technical high schools. It was written by two coordinators working with an advisory committee. The assignment sheets cover -- (1) The Cameraman, (2) Television Studio, (3) Studio Equipment, (4) Basic Optics, (5) Television Lenses, (6) Picture Composition, (7) Framing Techniques, (8) Techniques, (9) Panning and Tilting, (10) Tracking and Crabbing, (11) Other Camera Movements, (12) Rehearsals and Transmissions, (13) Lighting, and (14) Outside Broadcasts. Each assignment presents subject, aim, introductory information, references, and questions. A progress record form coordinates class and job experiences. A bibliography includes required and supplemental references. The guide is intended for use in 360 hours of directed study or a 2-year course on a part-time basis. Unit tests are available in VT 001 465 and answers to assignments and unit tests in VT 001 466. Both, with the guide, are available for $5.05 from Industrial Education Department, Division of Extension, The University of Texas, Austin, Texas 77843. (EM)

VT 001 469

Supervised Study Guide for Auto Body and Fender Repairman.

Navarro, Angel

Texas Univ., Austin. Dept. of Industrial Education

Texas Education Agency, Austin. Industrial Educ. Div.

Jan67

DOCUMENT NOT AVAILABLE FROM EDRS 95p.

*STUDY GUIDES, *TRADE AND INDUSTRIAL EDUCATION, *AUTOMOBILE BODY REPAIRMEN, MOTOR VEHICLES, HIGH SCHOOLS, *COOPERATIVE EDUCATION,

The related technical information in this guide is for use, on a supervised basis, by juniors and seniors in cooperative training programs in area vocational or technical high schools. It was written by an instructor in a workshop situation under direction of a training specialist and a reviewing committee. Some of the 23 assignment sheets are -- (1) Automobile Frames, (2) Automobile Bodies, (3) Unitized Construction, (4) Safety Precautions in the Body and Fender Shop, (5) Collision, (6) Shrinking and Finishing Metals, (7) Filling, (8) Basic Straightening Procedures and Equipment, (9) Welding and Brazing, and (10) Refinishing and Spot Painting. Each assignment includes subject, aim, introductory information, references, and questions. A progress record form coordinates job and class experiences. The guide was intended to cover 360 hours of directed study or two years on a part-time basis. Unit tests are available in VT 001 468, and answers to assignment sheets and tests are in VT 001 467. Both, with the guide, are available for $4.50 from Industrial Education Department, Division of Extension, The University of Texas, Austin, Texas 78712. (EM)

VT 001 791 ED

Automotive Service Specialist, A Suggested Guide for a Training Course. (U.S. Government Printing Office, Washington, D.C.).

Oettmeier, Arthur J.

Office of Education, Washington, D.C.
OE-87015

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DOCUMENT NOT AVAILABLE FROM EDRS 86p.

*AUTO MECHANICS, TEACHING GUIDES, *HIGH SCHOOLS, *ADULT VOCATIONAL EDUCATION, *CURRICULUM GUIDES, *TRADE AND INDUSTRIAL EDUCATION,

The purpose of this teaching guide is to serve as a reference and course outline for the instructor. It was developed by a college automotive department head and representatives of automotive service industries, petroleum industries, and garages. This course is adaptable to preparatory, upgrading, or retraining purposes. Units are Service Orientation and Maintenance, Electrical and Fuel Service, and Suspension and Brake Service. Each lesson includes time allocation, tools and materials, teaching guide, discussion topics, laboratory activity, and shop activity. Each of the three units requires 12 weeks of instruction, lasting 7 hours per day, 5 days a week. The appendix contains -- Hand Tools and Specialized Tool Kits, General Shop Equipment and Tools, Basic Equipment and Tools, Suggested Operating Supplies, and Cost Summary (for a class of 15 students). A selected bibliography contains reference materials, specification manuals, and instructional aids. This document is available as GPO Number FS 5.287--87015 for 45 cents from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (EM)

VT 001 856 ED

Mechanical Technology, Design and Production, A Suggested 2-Year Post High School Curriculum. (Technical Education Program Series, no. 3, U.S. Government Printing Office, Washington, D.C.).

Office of Education, Washington, D.C.
OE-80019

64

DOCUMENT NOT AVAILABLE FROM EDRS 108p.

*ENGINEERING TECHNICIANS, *CURRICULUM GUIDES, *TRADE AND INDUSTRIAL EDUCATION, *TECHNICAL EDUCATION, CURRICULUM, *MECHANICS (PRACTICAL), *BIBLIOGRAPHIES, PROGRAM DEVELOPMENT, INSTRUCTIONAL MATERIALS, EDUCATIONAL FACILITIES,

The purpose of this curriculum guide is to assist administrators, supervisors, and teachers to plan and develop 2-year post-secondary education programs in mechanical design and production. Technical materials were developed by an institute staff for the Wisconsin State Board for Vocational Education under contract to the U.S. Office of Education (USOE) and include suggestions from other institutions. Engineers, educators, and USOE staff members reviewed the materials prior to publication. The curriculum is designed to provide maximum technical instruction in the time allotted, and supporting scientific courses are coordinated with technical courses. The objective of the curriculum is to prepare technicians for entry, advancement, and further study in the technology. The 2-year curriculum is described, classified, and scheduled for both design and production options. Course descriptions include time allotments, unit outlines, laboratory activities, texts, references, and visual aids. A bibliography is included. The appendix includes sample instructional material and a description of suggested instructional facilities. This document is available as GPO Number FS 5.280--80019 for 70 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (JM)

VT 001 895

Supervised Study Guide in Electric Motor Repair.

Self, Oscar A.

Texas Univ., Austin. Dept. of Industrial Education

Jan67

DOCUMENT NOT AVAILABLE FROM EDRS 172p.

*STUDY GUIDES, *TRADE AND INDUSTRIAL EDUCATION, *ELECTRIC MOTOR REPAIRMEN, ELECTRICITY, GRADE 11, GRADE 12, *COOPERATIVE EDUCATION,

The related technical information in this guide is for use by junior and senior students in a 2-year cooperative training program in an area vocational or technical high school. The material was prepared by a trade instructor and an advisory committee. Some of the 15 major areas of study are -- (1) Circuits and Splicing, (2) Use and Care of Hand Tools and Test Equipment, (3) Magnetism and Electromagnetism, (4) Alternating-Current Fundamentals, (5) Alternating-Current Circuits, (6) Single-Phase Induction Motors, (7) Repulsion Type Motors, (8) Three-Phase Motors, and (9) The National Electrical Code. Assignment sheets present the lesson subject, aim, introductory information, study references, and questions. Information sheets are included for material not available or not suitably presented in the references. Study is to be supervised by a related subjects teacher or teacher-coordinator. A progress record is provided for teacher and student use. The bibliography lists required and supplementary references. The study guide and unit tests (VT 001 894) are available for $5.00 per set from Industrial Education Department, Division of Extension, The University of Texas, Austin, Texas 78712. (HC)

VT 001 980 ED

Civil and Highway Technology, Suggested Techniques for Determining Courses of Study in Vocational-Technical Education Programs. (Circular, no. 694, Misc. 3570-5, U.S. Government Printing Office, Washington, D.C.).

Peterson, Clarence E.

Office of Education, Washington, D.C. Tech. Educ. Branch
OE-80018

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DOCUMENT NOT AVAILABLE FROM EDRS 27p.

CURRICULUM PLANNING, TECHNICAL EDUCATION, *OCCUPATIONAL INFORMATION, OCCUPATIONAL CLUSTERS, *JOB ANALYSIS, *CURRICULUM DEVELOPMENT, ADULT VOCATIONAL EDUCATION, *ENGINEERING TECHNICIANS, *CIVIL ENGINEERING,

The purpose of this report is to explain how basic occupational information from a job analysis is used to show the relationships among jobs and to establish courses of study for occupational education. It was developed under Title VIII of the National Defense Education Act of 1958. Topics covered are The Field of Work, Job Relationships, Job Descriptions, Training Requirements, and Developing the Curriculum. The focus is on an analysis of occupations in technical fields from which a curriculum can be developed. This document is available as GPO Number FS 5.280--80018 for 25 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (EM)

VT 002 272 ED

Highway Engineering Aide, A Suggested Training Program. (Manpower Development and Training Program, U.S. Government Printing Office, Washington, D.C.).

Office of Education, Washington, D.C.
OE-87009

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DOCUMENT NOT AVAILABLE FROM EDRS 47p.

*HIGHWAY ENGINEERING AIDES, *CURRICULUM GUIDES, *TECHNICAL EDUCATION, *MDTA PROGRAMS,

To aid administrators, supervisors, teacher trainees, and teachers in the development and promotion of a postsecondary course, this curriculum guide was developed pursuant to a U.S. Office of Education (USOE) contract by the University of Illinois. The content covers -- (1) Orientation and Communication Skills, (2) Technical Mathematics, (3) Surveying and Measurements, (4) Highway Materials, and (5) Civil Engineering Drawing. Each course guide includes minimum hours per week, prerequisites, description (course), instruction procedures, major divisions (outline), some suggested texts and references, and some suggested visual and training aids. The course is designed to run 16 weeks for aides seeking employment in highway and road construction. The appendix contains sample problems, lists of equipment and supplies needed and their cost, and a laboratory floorplan. This document is available as GPO Number FS 5.287--87009 for 35 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (EM)

VT 002 280

Supervised Study Guide for Optician, Dispensing Optician, and Optical Mechanic.

Cockrum, Jim

Texas Univ., Austin. Dept. of Industrial Education

Feb67

DOCUMENT NOT AVAILABLE FROM EDRS 185p.

*STUDY GUIDES, *TRADE AND INDUSTRIAL EDUCATION, *OPTICIANS, OPTICS, GRADE 11, GRADE 12, COOPERATIVE EDUCATION, OCCUPATIONAL INFORMATION,

For use in presenting related technical instruction to students in optician cooperative training programs in area vocational or technical high schools, this material was developed by an instructional materials specialist and an advisory committee. The major areas of study are -- (1) Introduction to Optics and the Vocation of Optician, (2) Prescriptions for Single-Vision Lenses, (3) Prescriptions for Bifocals, (4) Manufacturing Prescription Lenses, (5) Inserting and Mounting Lenses, (6) Selecting and Fitting Frames and Mountings, and (7) Adjusting Frames and Mountings. Assignment sheets give the lesson subject and aim, introductory information, study reference, and questions. Information sheets contain materials that are not available or that are inadequately presented in the reference books. Line drawing illustrations are provided. The study of this material by grade 11 and grade 12 students employed in 2-year cooperative programs is to be supervised by a related subjects teacher or teacher-coordinator. Progress record forms are provided for teacher and student use in checking the progress of planned work experiences and related technical study. The bibliography contains required and suggested reference books. The study guide and unit tests (VT 002 278) are available for $7.50 per set from Industrial Education Department, Division of Extension, The University of Texas, Austin, Texas 78712. An answer book (VT 002 279) for the written assignments and unit tests is available for $2.50. (HC)

VT 002 409 ED

Electrical Appliance Serviceman, Suggested Guide for a Training Course. (Manpower Development and Training Program).

Office of Education, Washington, D.C.

Oklahoma State Univ., Stillwater

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EDRS Price MF-$0.09 HC-$1.32 33p.

*ELECTRICAL APPLIANCE SERVICEMEN, *CURRICULUM GUIDES, *TRADE AND INDUSTRIAL EDUCATION, *ELECTRICAL APPLIANCES, PROGRAM DEVELOPMENT, *MDTA PROGRAMS,

The purpose of this guide is to aid in planning and developing a course for training electrical appliance servicemen. Outlines (one page each) cover -- (1) Related Instruction, (2) Fundamentals of Electricity, (3) Basic Controls and Electronic Components, (4) Resistance Heating Appliances, (5) Motors for Electric Appliances, (6) Motor Driven Appliances, (7) Refrigeration, and (8) Miscellaneous Operations. The outlines give objectives (instructional), unit outline, and references. The guide suggests 268 classroom hours and 572 laboratory hours for the course. The teacher should have technical and business experience. Students should have the equivalence of a high school education. The guide was designed for a class of 20 students. Other sections deal with course organization, student evaluation, references and aids, equipment and tool lists and prices, floor plans, and expendable supply lists and prices. (EM)

VT 002 411 ED

Machine Tool Operator, General, Entry, Suggested Guide for a Training Course, (Manpower Development and Training Program).

Office of Education, Washington, D.C.

Oklahoma State Univ., Stillwater

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EDRS Price MF-$0.09 HC-$1.48 37p.

*CURRICULUM GUIDES, POSTSECONDARY EDUCATION, *TRADE AND INDUSTRIAL EDUCATION, *MACHINE TOOL OPERATORS, *MDTA PROGRAMS, ADULT VOCATIONAL EDUCATION,

The purpose of this curriculum guide is to assist the administrator and instructor in planning and developing Manpower Development and Training Programs to prepare machine tool operators for entry-level positions. The course outline provides units in -- (1) Orientation, (2) Bench Work, (3) Shop Mathematics, (4) Blueprint Reading and Sketching, (5) Power Saws, (6) Drill Press, (7) Engine Lathe, (8) Milling Machine, (9) Surface and Cylindrical Grinders, (10) Shaper, and (11) Mass Production Methods. Each unit contains a time allocation, objectives, unit outline, suggested activities, and a list of references. Instruction in related theory is to be concurrent with the development of skills in the shop. Suggestions for planning the lessons and evaluating the students are included. The training schedule is developed for 1,080 hours of training in a period of 27 weeks. The instructor should have broad experience as a skilled machine tool operator and, preferably, experience as a supervisor of machine tool operators. The trainee should have a high school education or equivalent with a background in mathematics and should be of average physical condition and health with good vision. Supplementary materials include a layout of a training facility and suggested machines. tools, equipment, and expendable supplies for a class of 20 persons. Suggested textbooks, references, and films are listed. (HC)

VT 002 422 ED

Instrumentation and Automatic Control, Suggested Techniques for Determining Courses of Study in Vocational and Technical Education Programs. (U.S. Government Printing Office, Washington, D.C.).

Office of Education, Washington, D.C.
OE-80043

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DOCUMENT NOT AVAILABLE FROM EDRS 39p.

BIBLIOGRAPHIES, *CURRICULUM PLANNING, *INSTRUMENTATION, *HISTORICAL REVIEWS, *CURRICULUM, *TECHNICAL EDUCATION, AUTOMATION,

The purpose of this guide is to help the States organize and operate educational programs for occupations in the field of instrumentation. Chapter titles are -- (1) Instrumentation -- Past, Present, and Future, (2) The Occupational Field, (3) Work Activities (design, fabrication, maintenance, repair, and service), (4) Training Requirements, and (5) Developing the Curriculum (job analysis). An annotated bibliography lists 30 titles dealing with related topics such as automation, manpower, occupations, and training. The appendix contains -- (1) a list of mathematics, instrumentation technology, and supplementary course descriptions, (2) a sample curriculum outline, and (3) a selected bibliography of U.S. Office of Education publications. This document is available as GPO Number FS 5.280--80043 for 25 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (EM)

VT 002 483   ED

Three-Dimensional Teaching Aids for Trade and Industrial Instruction. (Circular, no. 662, U.S. Government Printing Office, Washington, D.C.).

Rosengren, Harold J.

Office of Education, Washington, D.C.
OE-84024

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DOCUMENT NOT AVAILABLE FROM EDRS   54p.

*TRADE AND INDUSTRIAL EDUCATION, MECHANICAL TEACHING AIDS, MODELS, *THREE DIMENSIONAL AIDS,

Principles for the selection, development, and use of various types of teaching aids are presented. Participants in a Central Regional Conference, assisted by state supervisors, teacher trainers, and personnel at the local level cooperated in developing a new issue of a 1953 publication. Photographs and descriptions of selected aids include samples, cutaways, mockups, large- and small-scale models, and exhibits from 24 instructional areas. Representative areas are air conditioning and refrigeration, appliance repair, auto mechanics, measurements, practical nursing, safety, and welding. Principles and practices that apply to effective utilization of instructional materials, in general, apply also to the effective use of three-dimensional teaching aids. These are reviewed in the appendix. This document is available as GPO Number FS 5.284--84024 for 35 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (HC)

VT 002 484 ED

Sheet Metal Worker, A Suggested Training Course.

Roney, Maurice

Office of Educ, Washington, D.C. Div of Vocat and Tech Ed

Oklahoma State Univ., Stillwater

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EDRS Price MF-$0.09 HC-$0.96 24p.

*CURRICULUM GUIDES, POSTSECONDARY EDUCATION, *TRADE AND INDUSTRIAL EDUCATION, *SHEET METAL WORKERS, SHEET METAL WORK, *MDTA PROGRAMS,

The purpose of this curriculum guide is to assist administrators and instructors in planning and developing Manpower Development and Training programs to prepare workers for entry-level positions in the sheet metal industry. The material was prepared under contractual agreement by Oklahoma State University and reviewed by advisory groups. It is designed to give the trainee a background of fundamentals in manipulative skills and related information. The course outline contains units in -- (1) Mathematics and Blueprint Reading, (2) Drawing, (3) Job Planning, (4) Pattern Development, (5) Fabrication, (6) Assembly, (7) Sheet Metal Installation in Construction, (8) Manufacturing (quantity production), and (9) Maintenance and Safety Procedures. The course covers 780 hours of instruction in a period of 26 weeks. A distribution of instructional time for related instruction and shop practice is given within each major division. A class of 20 or less is suggested to permit time for the necessary individual instruction. The trainee should have a high school education with at least one course in mathematics and have mechanical reasoning ability, manual dexterity, and a sense of spatial relations. Supplementary materials include a layout of a training facility and a list of machines, tools, equipment, and supplies for a class of 20 persons. Instructional texts, references, and films are listed. (HC)

VT 002 515 ED

Chemical Technology, A Suggested 2-Year Post High School Curriculum. (Technical Education Program Series, no. 5, U.S. Government Printing Office, Washington, D.C.).

Knoebel, Robert M.

Office of Education, Washington, D.C.
OE-80031

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DOCUMENT NOT AVAILABLE FROM EDRS 127p.

*CURRICULUM GUIDES, *CHEMICAL TECHNICIANS, *TECHNICAL EDUCATION, BIBLIOGRAPHIES, PROGRAM DEVELOPMENT, EDUCATIONAL FACILITIES,

Chemical Technology,

The purpose of this curriculum guide is to help administrators, supervisors, and teachers plan, develop, and evaluate programs. Both the basic materials, by an individual for the Connecticut State Department of Education, and the information on facilities and cost, by an individual, were prepared pursuant to U.S. Office of Education (USOE) contracts. The final draft was prepared by USOE personnel. The guide contains General Requirements (program), The Curriculum, Course Outlines, Library Facilities, Laboratories and Physical Facilities for Teaching Chemistry, and a Bibliography. The course outlines include hours required, description (course), major divisions (outline), laboratory (time and experiments), texts and references, and visual aids. Teachers should be technically competent and have industrial experience. Students should -- (1) be proficient in mathematics, basic physics, and chemistry, (2) understand materials and processes, (3) have an extensive knowledge of chemical apparatus, and (4) have well-developed communications skills. Illustrations of equipment and representative student equipment lists are given. This document is available as GPO Number FS 5.280--80031 for 75 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (EM)

VT 002 516 ED

Instrumentation Technology, A Suggested 2-Year Post High School Curriculum. (Technical Education Program Series, no. 6, U.S. Government Printing Office, Washington, D.C.).

Office of Education, Washington, D.C.
OE-80033

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DOCUMENT NOT AVAILABLE FROM EDRS 123p.

*INSTRUMENTATION TECHNICIANS, *INSTRUMENTATION, *CURRICULUM GUIDES, *TECHNICAL EDUCATION, BIBLIOGRAPHIES, PROGRAM DEVELOPMENT, EDUCATIONAL FACILITIES, EQUIPMENT,

Instrumentation Technology,

A 2-year postsecondary curriculum for technicians is presented. It is designed to aid school administrators, supervisors, and teachers to plan and develop new programs or evaluate existing programs. It was prepared pursuant to U.S. Office of Education (USOE) contract by The Instrument Society of America after a national survey of instrumentation manufacturers, users, and educational institutions. A curriculum, description of each course, and a discussion of the content relationships are given. Outlines for each course give -- hours required, course description, major divisions (outline), texts and references, and visual aids. The specialized nature of the curriculum requires that the teachers have special competencies based on proficiency in technical subject matter and industrial experience. In general, students entering the program should have completed two years of high school mathematics and one year of physics or the equivalent. Information on facilities, equipment, and costs includes floorplans, equipment list, and summary of costs. An extensive bibliography of suggested texts and references is included. The appendix contains a list and description of related organizations and societies, a guide for report writing, and sample instructional materials. This document is available as GPO Number FS 5.280--80033 for 75 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (EM)

VT 002 635 ED

Civil Technology, Highway and Structural Options, A Suggested 2-Year Post High School Curriculum. (Technical Education Program Series, no. 8, U.S. Government Printing Office, Washington, D.C.).

Brooking, Walter J.

Office of Education, Washington, D.C.
OE-80041

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DOCUMENT NOT AVAILABLE FROM EDRS 114p.

*CURRICULUM GUIDES, *ENGINEERING TECHNICIANS, *TECHNICAL EDUCATION, CURRICULUM, *CIVIL ENGINEERING, BIBLIOGRAPHIES, *PROGRAM DEVELOPMENT, EDUCATIONAL FACILITIES, ORGANIZATIONS (GROUPS),

Designed to assist administrators, supervisors, and teachers to plan, develop, and evaluate programs, this curriculum guide offers course outlines, procedures, laboratory layouts, texts and references, lists of laboratory equipment and its cost, and a selected list of scientific and technical societies. Basic materials were prepared at the University of Illinois pursuant to a U.S. Office of Education (USOE) contract. These were revised, and the final draft was prepared by USOE personnel. Technical course outlines for both options include hours required, description (course), instruction suggestions, major divisions (outline), texts and references, and visual and training aids. Some courses are -- (1) Technical Drawing, (2) Construction Methods and Equipment, (3) Surveying and Measurements, (4) Soils and Foundations, and (5) Reinforced Concrete Construction. Teachers should have advanced technical training. Students should be high school graduates with 1 1/2 years of algebra, 1 year of geometry, and 1 year of physics. An extensive bibliography of texts and references is given. This document is available as GPO Number FS 5.280--80041 for 60 cents from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (EM)

VT 002 782 ED

A Basic Plan for the Organization and Management of Instruction in Vocational Radio and Television.

Mississippi State Dept. of Vocat. Educ. Curriculum Lab.

May67

EDRS Price MF-$0.09 HC-NOT AVAILABLE FROM EDRS 49p.

*CURRICULUM GUIDES, GRADE 11, GRADE 12, *TRADE AND INDUSTRIAL EDUCATION, ELECTRONICS, *TELEVISION, *RADIO, *TELEVISION REPAIRMEN,

Designed by a curriculum committee of instructors and tradesmen, this curriculum guide was prepared after an analysis of the trade by defining blocks of knowledge, operations, on-the-job activities, informational units, equipment, tools, and supplies necessary for training. The guide is for use as a starting point for planning, preparing, presenting, and evaluating instruction. The instructional blocks of -- (1) Fundamentals of Electronics, (2) Radio, (3) Black and White Television, and (4) Color Television are intended to help the trainee develop knowledge and skills needed at the beginner's level as a radio-television repairman. An analysis of operations common to all instructional blocks and suggested jobs and related subject matter for individual blocks are listed in outline form. The material is designed to be developed into a 1,080-hour course of group, subgroup, and individual instruction taught by a trade instructor to grade 11 and grade 12 students who have made a vocational commitment to the electronics, radio, and television trade. The students should have a general mechanical and electrical aptitude and have had a course in general mathematics or algebra. A list of necessary training equipment is provided. The bibliography includes recommended texts and suggested references. This document is available for $1.00 from Curriculum Laboratory, Box NU, State College, Mississippi 39762. (HC)

VT 002 924 ED

Needle Trades Mathematics I.

Colicchio, Antoinette J.

New Jersey State Dept. of Educ., Trenton. Vocat. Div.

Rutgers State Univ., New Brunswick, N.J. Curriculum Lab.

Jul60

EDRS Price MF-$0.36 HC-NOT AVAILABLE FROM EDRS 261p.

*STUDY GUIDES, *TRADE AND INDUSTRIAL EDUCATION, *NEEDLE TRADES, *PRACTICAL MATHEMATICS, HIGH SCHOOLS,

The needle trades industry consists of three types of establishments -- the regular manufacturers, the apparel jobbers, and the contractors. The functions included cover a wide scope from buying of raw material to selling of the finished apparel. The purpose of this study guide is to furnish basic knowledge in mathematics and develop skill in solving mathematical problems pertinent to the needle trades. It was prepared by the author and follows course of study approved by the Board of Education. The guide includes some lessons designed for class discussion and others for teaching computation, judgment, etc. Units include -- (1) Whole Numbers, (2) Fractions, (3) Measurement, (4) Ratio and Proportion, (5) Decimals, (6) Percentage, (7) Geometric Forms, and (8) Accounts. All are related to various aspects of the needle trades. Related information and applicable problems are given with each unit, and unit achievement tests are provided. The instructor should be a math specialist or a needle trades instructor. The student should be of high school age, have a needle trades goal, and have a medium aptitude for the occupation. This document is available for $2.00 from Vocational-Technical Curriculum Laboratory, Rutgers University, 10 Seminary Place, New Brunswick, New Jersey 08903. (MS)

VT 003 022

Economics for Industrial Supervisors.

Louisiana Vocat. Curriculum Develop. and Res. Center

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DOCUMENT NOT AVAILABLE FROM EDRS 188p.

LEADERS GUIDES, *TEACHING GUIDES, *TRADE AND INDUSTRIAL EDUCATION, *SUPERVISORS, *ECONOMICS, ADULT VOCATIONAL EDUCATION,

This leader's guide provides supplementary information on the principles and workings of the U.S. economy to be used by conference leaders in planning lessons for supervisors and foremen. It was developed by a committee in cooperation with the state department of vocational education. Each session is based upon from two to five key generalizations. Session titles are -- (1) Introduction to Free Competitive Enterprise, (2) What Makes an Economy Grow, (3) The Role of Competition, (4) The Role of Marketing, (5) Incentive and Its Results, (6) The Role of Organization in Our Economy, and (7) Government's Role in Our Economy. The session plans are in two columns, one is additional information for the leader, and the other is a course outline developed from "Industry and the American Economy," a booklet series from The National Association of Manufacturers. Students should be personnel scheduled for promotion or recently promoted into a supervisory position. Films, some annotated, and a source of graphs and charts are suggested. This document is available in single copy only for $2.00 from Vocational Curriculum Development and Research Center, P.O. Box 657, Natchitoches, Louisiana 71457. (EM)

VT 003 024 ED

Introduction to Management for Industrial Supervisors.

Louisiana Vocat Curriculum Develop and Res Center

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EDRS Price MF-$0.27 HC-NOT AVAILABLE FROM EDRS 181p.

*TEACHING GUIDES, REFERENCE MATERIALS, *TRADE AND INDUSTRIAL EDUCATION, *SUPERVISORS, LABOR UNIONS, INDUSTRIAL STRUCTURE, *MANAGEMENT, ADULT VOCATIONAL EDUCATION, TECHNICAL INSTITUTES, LEADERSHIP TRAINING,

Subject matter and supplemental materials for use in conducting a 10-hour industrial supervisory training conference in basic management fundamentals and concepts are presented in this teacher guide. It was developed by a state committee as a first course in a series for supervisory personnel who have had little or no previous supervisory training and for personnel who have had previous training, but lack a basic management course. The 2-hour sessions are -- (1) History of Management, (2) Organizational Structure, (3) Major Responsibilities of Management, (4) Organized Labor, and (5) Leadership. Outline form is used for most sessions and charting materials and charting techniques, handout material, discussion techniques, verbatim quotes, and visual aids are provided. Presentation should be on an informal lecture basis by a teacher skilled in supervisory techniques. The 20 handout sheets serve as reference material for the trainees. A bibliography and ample material are provided so that the teacher may adapt the course to his individual desires. This document is available in single copy only for $2.00 from Vocational Curriculum Development and Research Center, P.O. Box 657, Natchitoches, Louisiana 71457. (HC)

VT 003 129

Baking, Related Science and Trade Information. Part I - Ingredients.

Sommer, Cy

Rutgers State Univ., New Brunswick, N.J. Curriculum Lab.

New Jersey State Dept. of Educ., Trenton. Vocat. Div.

Mar67

DOCUMENT NOT AVAILABLE FROM EDRS 233p.

*TEXTBOOKS, *TRADE AND INDUSTRIAL EDUCATION, *BAKERS, FOOD, HIGH SCHOOLS,

For student use, this study guide provides a text for 1 year of related instruction in baking in a vocational high school program. It was developed on the local level by the author with other instructors and tested in the classroom. Units are -- (1) Flour, (2) Yeast and Fermentation, (3) Chemical Leavening, (4) Salt, (5)F Water, (6) Sugar and Other Sweeteners, (7) Eggs and Egg Products, (8) Shortening and Other Baking Fats, (9) Milk and Milk Products, (10) Starches, (11) Chocolate and Cocoa, and (12) Gums and Stabilizers. The teacher should be certified, have a science background, and be experienced in baking. The student must have guidance approval and be interested in baking as an occupation. Each unit is accompanied by an objective-type self-administering test. Space is provided for student note taking, and recommended references are listed. This document is available for $2.00 from Vocational-Technical Curriculum Laboratory, Rutgers University, 10 Seminary Place, New Brunswick, New Jersey 08903. (MS)

VT 003 132

Furniture Upholstery and Repair, A Study Guide and Progression Record for Furniture Upholstery and Repair Students in a Cooperative Training Program. (File, no. 363-R).

Alabama Univ., University. Dept. of Trade and Ind. Educ.

Sep66

DOCUMENT NOT AVAILABLE FROM EDRS 107p.

*STUDY GUIDES, *TRADE AND INDUSTRIAL EDUCATION, *FURNITURE UPHOLSTERERS, HOME FURNISHINGS, HIGH SCHOOLS, *COOPERATIVE EDUCATION, STUDENT RECORDS,

The purpose of this guide is to direct the related study of high school students in cooperative training programs in area vocational or comprehensive high schools. It was developed by a committee of trade and industrial coordinators. The contents include -- (1) reading assignments and essay-type questions keyed to six tests cited in the bibliography, (2) an 87-item trade analysis for furniture upholstery and repair, and (3) forms for recording class and on-the-job progress. Units are -- (1) History of Furniture, (2) Tools and Equipment, (3) Springing Up, (4) Body Work, (5) Stuffing, (6) Covers, (7) Tufting and Buttoning, (8) Paneling and Trimming, (9) Typical Jobs, (10) Old Finish, (11) New Finish, (12) Special Jobs, and (13) Woodworking. The guide was intended for a course meeting 1 hour per day for 2 years. Answers are available (VT 003 127). This document is available for $1.50 from Trade and Industrial Education, Box 2847, University, Alabama 35486. (EM)

VOCATIONAL AND TECHNICAL EDUCATION (GENERAL) SECTION

VT 002 419 ED

The Preparation of Occupational Instructors, A Suggested Course Guide. (U.S. Government Printing Office, Washington, D.C.).

Cockrum, James L.

Office of Educ, Washington, D.C. Div of Vocat and Tech Ed
OE-80042

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DOCUMENT NOT AVAILABLE FROM EDRS 150p.

*TEACHING GUIDES, *TRADE AND INDUSTRIAL EDUCATION, *TEACHER EDUCATION, *TEACHING METHODS, *TEACHING TECHNIQUES,

Lesson plans, guides, and handout sheets are contained in this manual for use by vocational teacher trainers in preparing occupationally competent individuals for teaching vocational subjects. It was written by an individual, under the direction of teacher educators, pursuant to a U.S. Office of Education (USOE) grant. The content treats teaching, learning, evaluation, testing, organization, and management by means of lesson plans, instructor's guide sheets, handout sheets, and sample sheets. Four-step lessons on specific subjects are alternated with the teaching demonstrations, permitting students to apply what they have learned as the course proceeds. It is recommended for a class of ten and should require 20 hours, allowing for one 30-minute demonstration by each student. Teacher educators should familiarize themselves with the manual in a workshop or training institute. It was prepared for use with occupational instructors who must teach with a minimum of preparation. This document is available as GPO Number FS 5.280--80042 for $1.25 from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (EM)

VT 002 780 ED

Commercial Foods, Mathematics I.

Dornfield, Blanche E.

New Jersey State Dep of Educ, Trenton. Vocational Div.

Rutgers State Univ, New Brunswick, N.J. Curriculum Lab.

Jul66

EDRS Price MF-$0.27 HC-NOT AVAILABLE FROM EDRS 143p.

*TRADE AND INDUSTRIAL EDUCATION, *FOOD SERVICE INDUSTRY, STUDY GUIDES, *MATHEMATICAL APPLICATIONS, *MATHEMATICS INSTRUCTION, *BASIC SKILLS, HIGH SCHOOLS,

The understanding and mastery of fundamental mathematics is a necessary part of commercial foods work. This student handbook was designed to accompany a commercial foods course at the high school level for students with appropriate aptitudes and commercial food service goals. The material, tested in various interested classrooms, was prepared by an individual instructor and follows the course of study approved by the Board of Education. Three periods per week for one year are required for the units -- (1) Whole numbers, (2) Fractions, (3) Decimals, (4) Percentage, (5) Measurements, and (6) Accounts. Each unit includes individual lessons with objectives, related information, and practical assignments. The teacher may be a math specialist or a commercial foods instructor. This document is available for $1.50 from Vocational-Technical Curriculum Laboratory, Rutgers University, 10 Seminary Place, New Brunswick, New Jersey 08903. (MS)

OTHER RESOURCES SECTION

VT 002 174 ED

Instructional Materials Catalog.

Ohio Vocat. Agr. Instr. Materials Service, Columbus

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EDRS Price MF-$0.09 HC-$0.56 14p.

PLANT SCIENCE, ANIMAL SCIENCE, *INSTRUCTIONAL MATERIALS, HORTICULTURE, AGRICULTURAL MECHANICS, *VOCATIONAL AGRICULTURE, *AUDIOVISUAL AIDS, BIBLIOGRAPHIES,

The title, Agdex number, date of publication, pagination, a brief description, and the price are given for each of the instructional materials and audiovisual aids. Topics covered are field crops, horticulture, animal science, soils, agricultural engineering, and farming programs. An order form is included. (JM)

VT 002 175 ED

Catalog of Teaching Materials, 1967-68.

Illinois Univ., Urbana. Vocat. Agriculture Service

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EDRS Price MF-$0.09 HC-$0.88 22p.

*AGRICULTURAL EDUCATION, *INSTRUCTIONAL MATERIALS, *BIBLIOGRAPHIES,

Materials listed include -- (1) maintenance kits, electrical codes, and safety charts for agricultural mechanics, (2) programed instruction materials for 33 units in agriculture, (3) slidefilms for animal science, dairy science, farm management and economics, and agricultural mechanics, (4) agronomy fact sheets, land-use selection cards, PH kits, and other crop, soil, and fertilizer materials, (5) analysis charts, tabulation sheets, report forms, and course materials for farm management, (6) subject matter units for animal and dairy science, agricultural mechanics, and crop and soil science, and (7) miscellaneous materials such as tape recordings on careers in agriculture and approved crop practices. Prices are listed for all materials. (EL)

VT 002 176 ED

Available Instructional Materials.

Indiana State Univ, Terre Haute. Instr. Materials

02May67

EDRS Price MF-$0.09 HC-$0.32 8p.

*BIBLIOGRAPHIES, *INSTRUCTIONAL MATERIALS, *VOCATIONAL EDUCATION,

Indiana,

The instructional materials include program brochures, charts, course outlines, overhead transparencies, assignment sheets, student manuals, teacher manuals, technical information, and related information in vocational education. A brief note describes each. (EM)

VT 002 177 ED

Instructional Materials from Missouri Curriculum Materials Laboratory.

Missouri Univ., Columbia. Dep. of Industrial Educ.

01Feb67

EDRS Price MF-$0.09 HC-$0.20 5p.

*BIBLIOGRAPHIES, *VOCATIONAL EDUCATION, *INSTRUCTIONAL MATERIALS,

Missouri,

The listing includes -- (1) general related study guides and study guides for specific occupations in cooperative classes, (2) student manuals and instructor's guides for preparatory classes, and (3) comprehensive course of study for instructors' use only. Publication dates are shown, and prices for student manuals and corresponding teacher's key or guides are listed. (EM)

VT 002 178

Vocational Agriculture Services Publication List. (Title partly supplied).

Agr Educ Teaching Materials Center, College Station, Tex.

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DOCUMENT NOT AVAILABLE FROM EDRS 4p.

*VOCATIONAL AGRICULTURE, *INSTRUCTIONAL MATERIALS, *AUDIOVISUAL AIDS, *BIBLIOGRAPHIES,

Prices are given for instructional materials which include courses of study for cooperative training in agricultural occupations, 2 x 2 slides on judging or grading animals and identifying meat cuts and teaching plans, guides or references on greenhouses, small gas engines, and restraint of animals. (JM)

VT 002 179 ED

Curriculum Materials.

New Jersey State Dep. of Educ., Trenton. Vocat. Div.

Rutgers State Univ., New Brunswick, N.J.

Jan67

EDRS Price MF-$0.09 HC-$0.40 10p.

*INSTRUCTIONAL MATERIALS, *TRADE AND INDUSTRIAL EDUCATION,
*BIBLIOGRAPHIES, *TECHNICAL EDUCATION,

Materials are listed by 36 topics arranged in alphabetical order. Topics include Apprentice Training, Baking, Drafting, English, Glassblowing, Home Economics, Industrial Chemistry, Machine Shop, Needle Trades, Refrigeration, and Upholstery. Prices are given for each item. (EL)

VT 002 180 ED

Instructional Materials. (Title Supplied).

California State Dep. of Ind. Education, Sacramento

01Sep66

EDRS Price MF-$0.09 HC-$0.24 6p.

*BIBLIOGRAPHIES, *INSTRUCTIONAL MATERIALS, *TRADE AND INDUSTRIAL EDUCATION, APPRENTICESHIP,

Courses of instruction, workbooks, testbooks, and examinations are listed for auto mechanics, cabinet making, carpentry, drywall construction, radio services and 30 other areas of apprentice training, and an introductory course. A syllabus for training part-time trade and technical teachers is included with technical education materials. Prices are listed for all materials. (EM)

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VT 002 223 ED

List of Instructional Materials.

Tennessee State Dep of Educ, Nashville. Div of Vocat Educ

01Mar67

EDRS Price MF-$0.09 HC-$0.16 4p.

*BIBLIOGRAPHIES, *VOCATIONAL EDUCATION, *INSTRUCTIONAL MATERIALS,

Prices are given for materials for agriculture education, health occupations education, distributive education, manpower development and training programs, and trade and industrial education. These include courses of study, lesson plans, test and answer booklets, assignment sheets, and teacher handbooks. (EL)

VT 002 224 ED

Instructional Materials. (Title Supplied).

Mississippi State Univ., State College

67

EDRS Price MF-$0.09 HC-$0.16 4p.

*BIBLIOGRAPHIES, *INSTRUCTIONAL MATERIALS, *TRADE AND INDUSTRIAL EDUCATION, *TECHNICAL EDUCATION,

Prices and publication dates are given for 14 study guides for part-time cooperative training, six instructor's guides for vocational training, five basic plans for organization and management of instruction, three instructor's guides for technical training, and four professional handbooks and manuals. (EL)

VT 002 227   ED

Instructional Materials for Trade Industrial and Technical Occupations, 1967.

Ohio State Univ, Columbus. Instr. Materials Lab.

67

EDRS Price MF-$0.09 HC-$2.24   56p.

*BIBLIOGRAPHIES, *TRADE AND INDUSTRIAL EDUCATION, SUPERVISION, *INSTRUCTIONAL MATERIALS, *HEALTH OCCUPATIONS EDUCATION, COOPERATIVE EDUCATION, TEACHER EDUCATION, PROGRAM EVALUATION,

Lesson plans, informative materials for instructors, and assignment sheets for learners are listed under the following headings -- (1) Industrial Occupations, (2) Service Occupations, (3) Health Occupations, (4) Research and Program Evaluation, (5) Supervisory Training, (6) Teacher Improvement, (7) Diversified Cooperative Training, and (8) Miscellaneous. Each item is described and availability of answer books is indicated for assignment sheets. A price list is included. (EL)

VT 002 263 ED

State Vocational-Technical and Trade Schools of Louisiana Catalog.

Louisiana Curriculum Develop and Res Center, Natchitoches

Jun67

EDRS Price MF-$0.54 HC-$13.80 345p.

*TRADE AND INDUSTRIAL EDUCATION, *INSTRUCTIONAL MATERIALS, *BIBLIOGRAPHIES, SUPERVISION, EXTENSION EDUCATION, CURRICULUM GUIDES, *TECHNICAL EDUCATION, *OFFICE OCCUPATIONS EDUCATION, APPRENTICESHIP,

Materials are described for 42 Trade Preparatory Training courses, seven Apprentice Training courses, two Trade Extension Training courses, and 13 Supervisory Personnel Development courses. Information for each includes a listing of the materials (study assignments, job sheets, test books, answer books, instructor's aids), required references, and a detailed outline of the course. (EL)

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ARIZONA UNIV., TUSCON. DEPT. OF AGRICULTURAL EDUCATION
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VT 000 116 70
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VT 002 280 100
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State Department of Education
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University, Alabama 35486

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Vocational Agriculture Service
434 Mumford Hall
University of Illinois
Urbana, Illinois 61801

LOUISIANA
Vocational Curriculum Development and Research Center
P. O. Box 657
Natchitoches, Louisiana 71457

MISSISSIPPI
Curriculum Laboratory
Box NU
State College, Mississippi 39762

MISSOURI
Industrial Education
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University of Missouri

NEW JERSEY
Vocational-Technical
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Rutgers University
10 Seminary Place
New Brunswick, New Jersey 08903

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980 Kinnear Road
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Ohio Vocational Agriculture
Instructional Materials Service
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2120 Fyffe Road
Columbus, Ohio 43210

TENNESSEE
Vocational Curriculum Laboratory
Box 1114
Murfreesboro, Tennessee 37130

TEXAS
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Texas Agricultural and Mechanical University
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